

Mathematics

By a group of supervisors

PARENTS' GUIDE



Interactive E-learning
Application

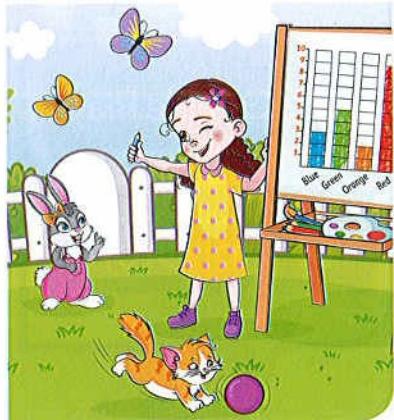
2nd
Primary
2023
FIRST TERM

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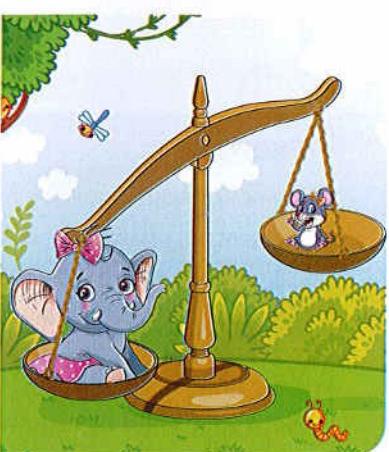
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Glossary

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REVISION

In this revision your child will review
on what he/she had learned in
primary one.

Revision 1

1 There are 36 carrots. Bunnies ate 15 of them.

How many carrots are left ?



<input type="text"/>	<input type="circle"/>	<input type="text"/>	<input type="circle"/>	<input type="text"/>
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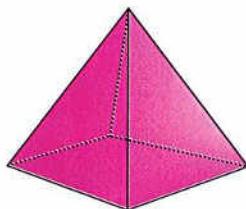
carrots.

3 Write $>$, $<$ or $=$.

$$4 \text{ tens, 9 ones } \bigcirc 9 \text{ ones, 4 tens}$$

$$50 + 8 \bigcirc 60$$

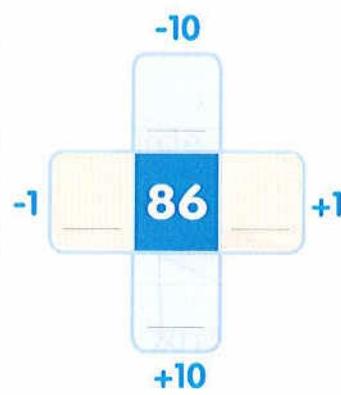
4 Complete.



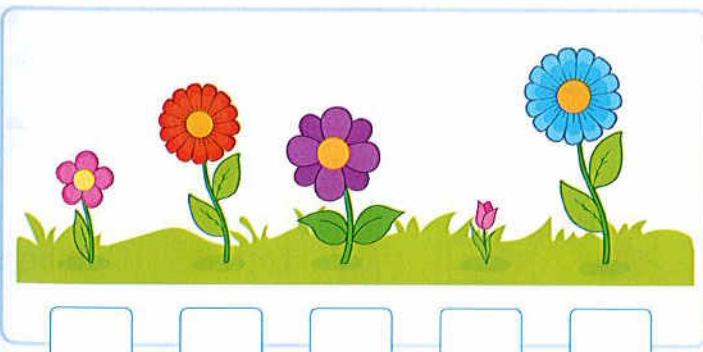
Number of corners (vertices)

Number of edges

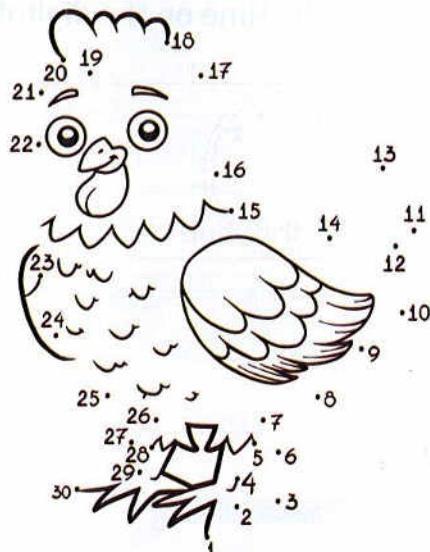
5 Write the numbers.



7 Arrange from the shortest to the tallest.



2 Match the dots in order.



6 Write the sums.

$$34 + 24 = \boxed{}$$

$$79 - 32 = \boxed{}$$

8 Fill in the missing numbers.

4	+	4	=	
+		-		+
	-	2	=	7
=		=		=
13	+		=	15

Revision 2

- 1** Draw the clock hands on the clock face. Write the time on the digital clock.



2 o'clock



- 2** Arrange the numbers from the least to the greatest.

48

53

42

60

- 3** Complete.



The length =
or =

- 4** Write a suitable number.

51 >

37 <

- 5** Find the answers.



$$\begin{array}{r} 10 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ - 30 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ - 31 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 15 \\ \hline \end{array}$$

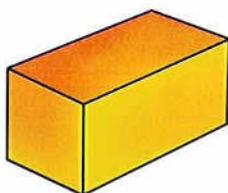
- 6** Complete.



Number of sides

Number of corners (vertices)

- 7** Complete.



Number of faces

Number of edges

- 8** How many numbers ?
How many letters ?



- 9** In a class, there are 23 boys and 25 girls.

What is the total number of boys and girls ?

children.



Letters Numbers

 ,

Revision 3

1 What is the total amount ?



The total _____ L.E.

2 Amir has 18 toys, he sold some of them and the left with him is 9. How many toys did Amir sell ?



toys.

4 What is the shape of the base of a cone ?

Square

Triangle

Circle

6 Put > , < or = .

$47 \quad \bigcirc \quad 51$

$25 \quad \bigcirc \quad 20+5$

3 tens , 9 ones \bigcirc 3 tens , 6 ones

3 Decode the picture and write the sums.

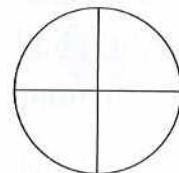


$\begin{array}{c} \text{Pineapple} \\ + \end{array} \quad \begin{array}{c} \text{Banana} \\ = \end{array} \quad \boxed{}$

$\begin{array}{c} \text{Mango} \\ + \end{array} \quad \begin{array}{c} \text{Strawberry} \\ = \end{array} \quad \boxed{}$

$\begin{array}{c} \text{Carrot} \\ + \end{array} \quad \begin{array}{c} \text{Pineapple} \\ = \end{array} \quad \boxed{}$

5 Color one half.

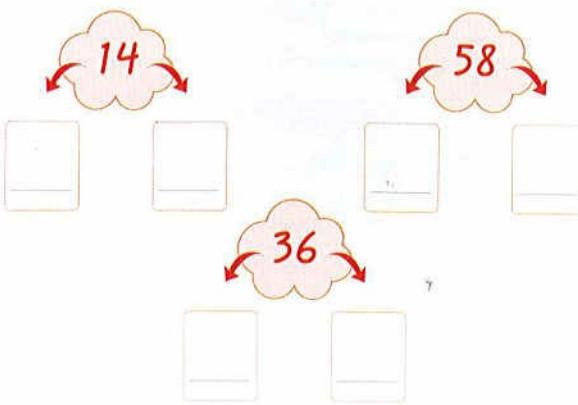


8 Color to show how many of each item.



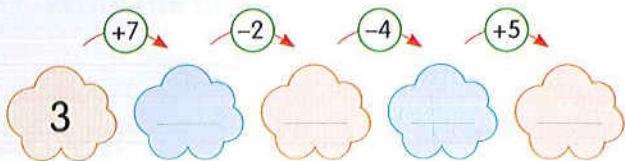
4			
3			
2			
1			

9 Decompose the following numbers.



Revision 4

1 Complete.



3 Arrange the numbers from the greatest to the least.

63 45 9 70

--	--	--	--

5 Mina has 45 L.E.

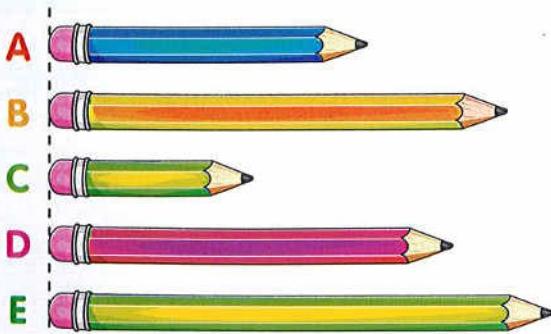
He bought a ball for 15 L.E.

How much money is remained with Mina ?



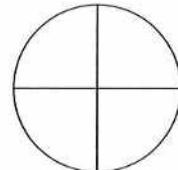
L.E.

7 Arrange from the longest to the shortest.



--	--	--	--	--

2 Color one quarter.



4 Cross out the item that does not belong.



6 Write the suitable number.

One less 25

42 One more

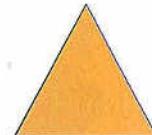
8 Write the missing numbers.

$$15 + \boxed{\quad} = 18$$

$$\boxed{\quad} - 10 = 63$$

9 Complete.

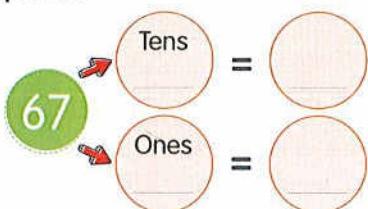
Number of sides



Number of corners (vertices)

Revision 5

1 Complete.



3 Write the time.



o'clock

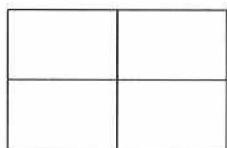


5 Write a suitable number.

24 <

89 >

7 Color three fourths.



9 Match the answers.

57

84 – 30

50

26 + 31

54

12 + 20

32

65 – 15

2 Complete.

58 is 10 more than

21 is 10 less than

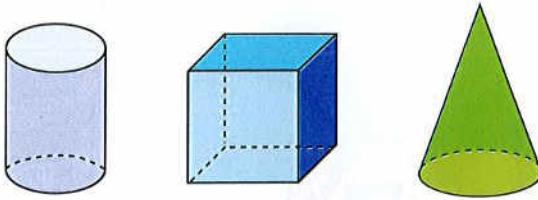
4 Match each kid to his/her pencil.



6 Circle the third (start from the arrow).



8 Circle the solid which has 2 circular flat faces.



10 If you have



Write the left money if you want to buy the car.



63 L.E.

L.E.

1

CHAPTER



Outcomes and key vocabulary of chapter one

Lessons 1 & 2

Outcomes :

- Participate in calendar math activities.
- Collect and interpret data.

Key vocabulary :

- | | | | | | |
|------------|--------------|-----------|--------|--------|--------------|
| • Calendar | • Bar graph | • Columns | • Rows | • Data | • Horizontal |
| • Vertical | • Categories | | | | |

Lesson 3

Outcomes :

- Participate in calendar math activities.
- Interpret data in a bar graph.
- Use the symbols $>$, $=$, and $<$ to express comparisons.

Key vocabulary :

- | | | | | | |
|-------------|------------|---------|----------|--------|----------------|
| • Bar graph | • Compare | • Equal | • Fewest | • Most | • Greater than |
| • Less than | • Quantity | | | | |

Lessons 4 & 5

Outcomes :

- Participate in calendar math activities.
- Order a set of numbers from least to greatest.
- Collect and interpret data in a bar graph.
- Solve put-together and take-apart problems about bar graph data.

Key vocabulary :

- | | | | | | |
|------------|-------------|------------|---------------|-----------|--------------|
| • Calendar | • Bar graph | • Data | • Table | • Compare | • Greatest |
| • Least | • Order | • Addition | • Subtraction | • Sum | • Difference |

Lessons 6 : 8

Outcomes :

- Participate in calendar math activities.
- Interpret a bar graph with a scale of 2.
- Interpret a bar graph with a scale of 10.
- Skip count by 2s.
- Skip count by 10s.
- Interpret data in a bar graph.

Key vocabulary :

- | | | | | | |
|------------|-----------------|--------|-----------|--------|---------|
| • Calendar | • Bar graph | • Data | • Compare | • Most | • Least |
| • Scale | • Skip counting | | | | |

Lessons 9 & 10

Outcomes :

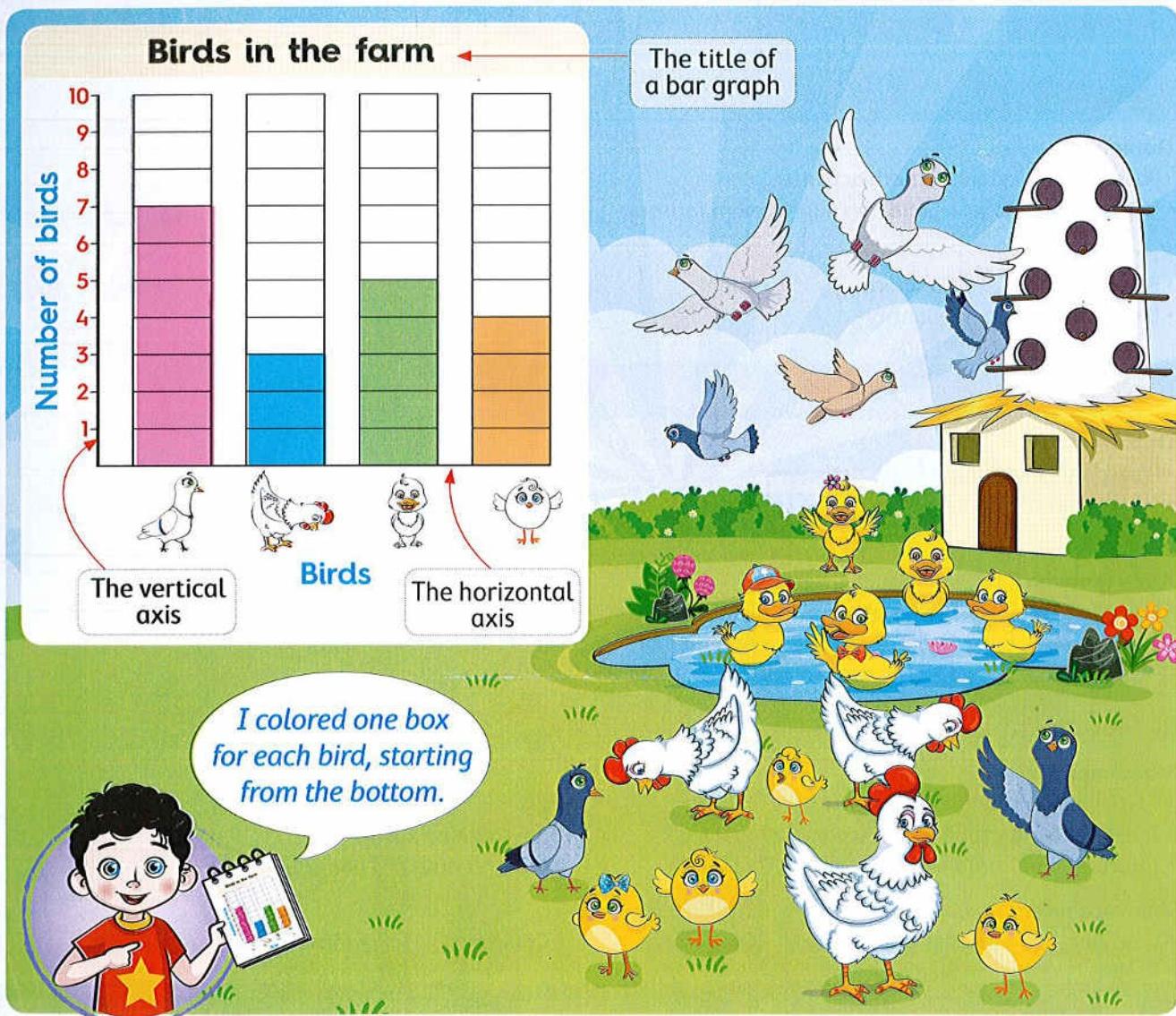
- Participate in calendar math activities.
- Interpret a bar graph with a scale of 2.
- Create a bar graph using data from a pictograph.
- Solve put-together and take-apart problems about pictograph data.
- Interpret a bar graph with a scale of 2.

Key vocabulary :

- | | | | | | |
|------------|-------------|--------------|--------|---------|------------|
| • Calendar | • Bar graph | • Pictograph | • Most | • Least | • Quantity |
| • Scale | • Key | • Data | | | |

Learn What is bar graph?

A **bar graph** is a chart uses bars (or columns) to show amounts.



From the graph

- The number of = 7
- The number of = 3

- The number of = 5
- The number of = 4

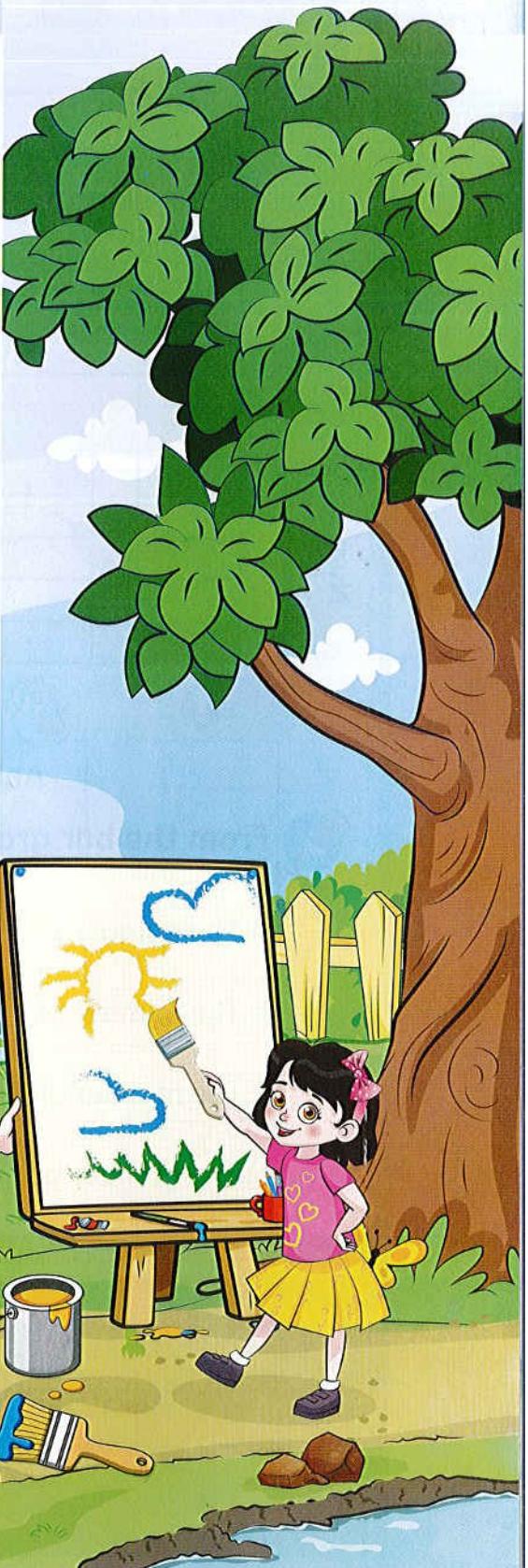
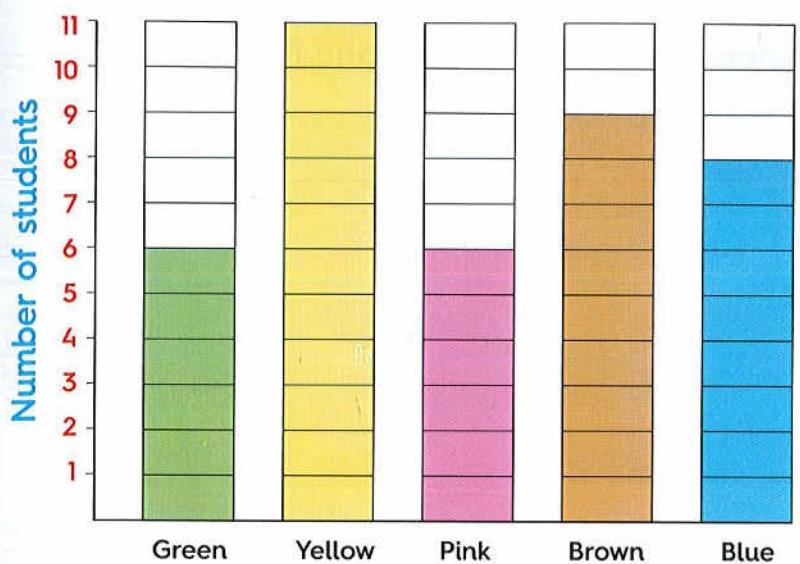
Notes for parents

- Help your child understand the bar graph, and then ask him/her to tell you what he/she recognized.
- Make sure that your child starts coloring from the bottom.



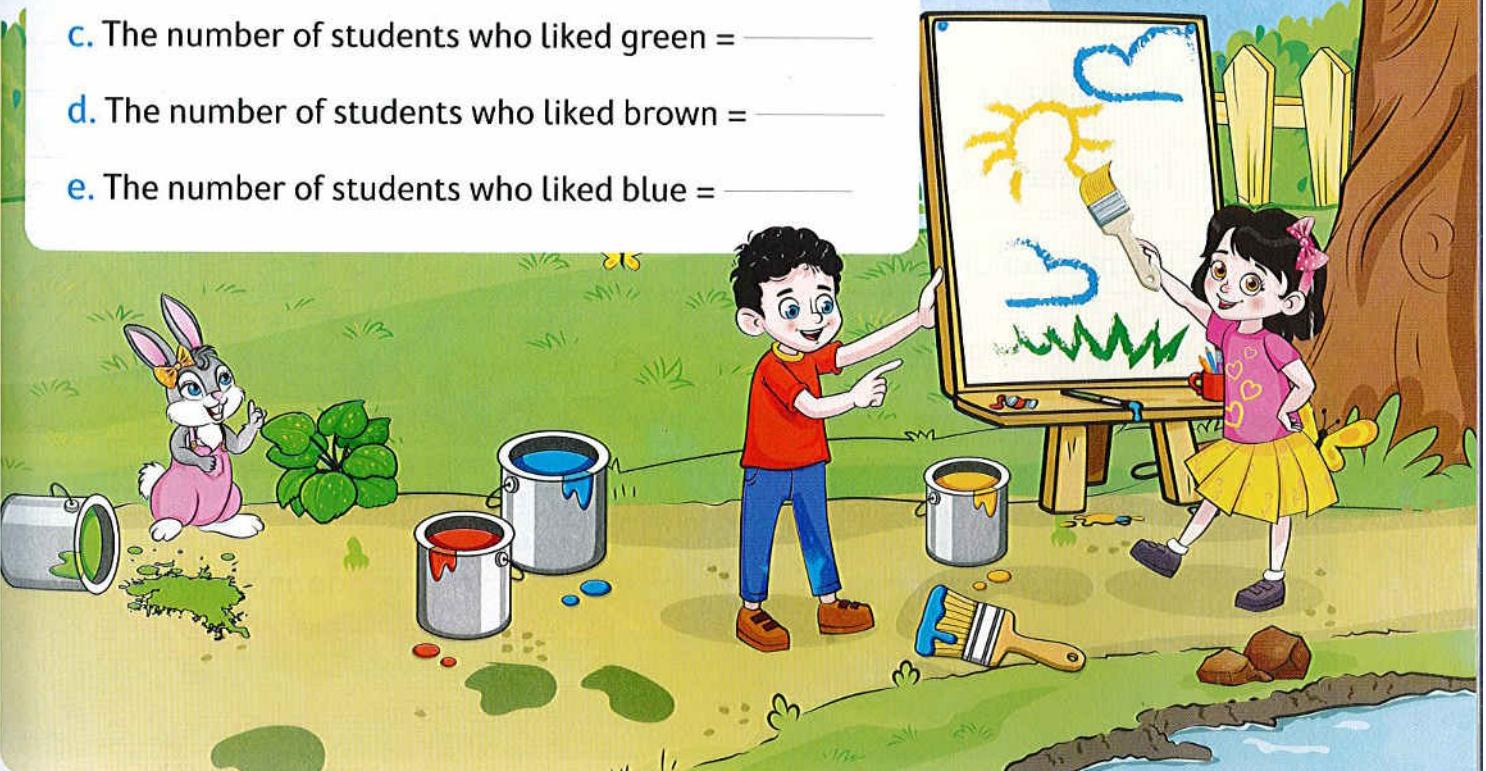
Check

Favorite color



From the graph, complete.

- The number of students who liked yellow = _____
- The number of students who liked pink = _____
- The number of students who liked green = _____
- The number of students who liked brown = _____
- The number of students who liked blue = _____



- Ask your child to describe the data in the bar graph.
- Ask your child to explain how he/she uses the bar graph to complete the sentences.

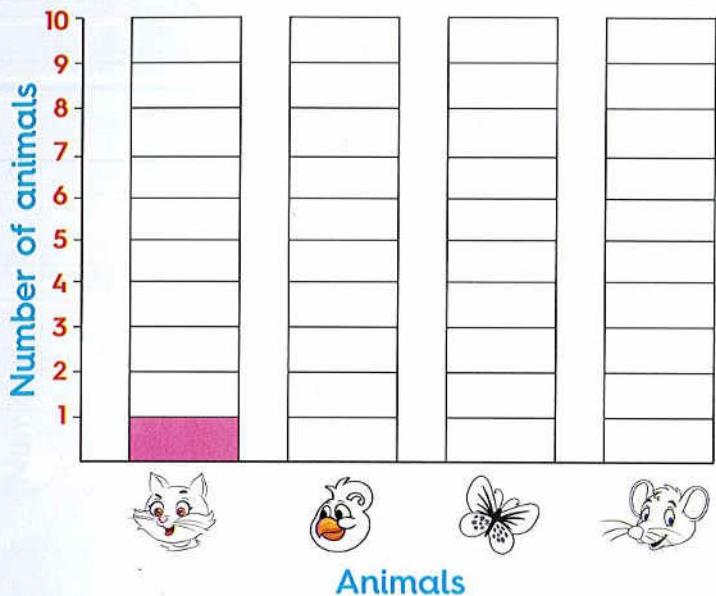
Exercise 1

The bar graph

On Lessons 1 & 2

- 1 Color one box for each animal. The first one is done for you.

Animals in the garden

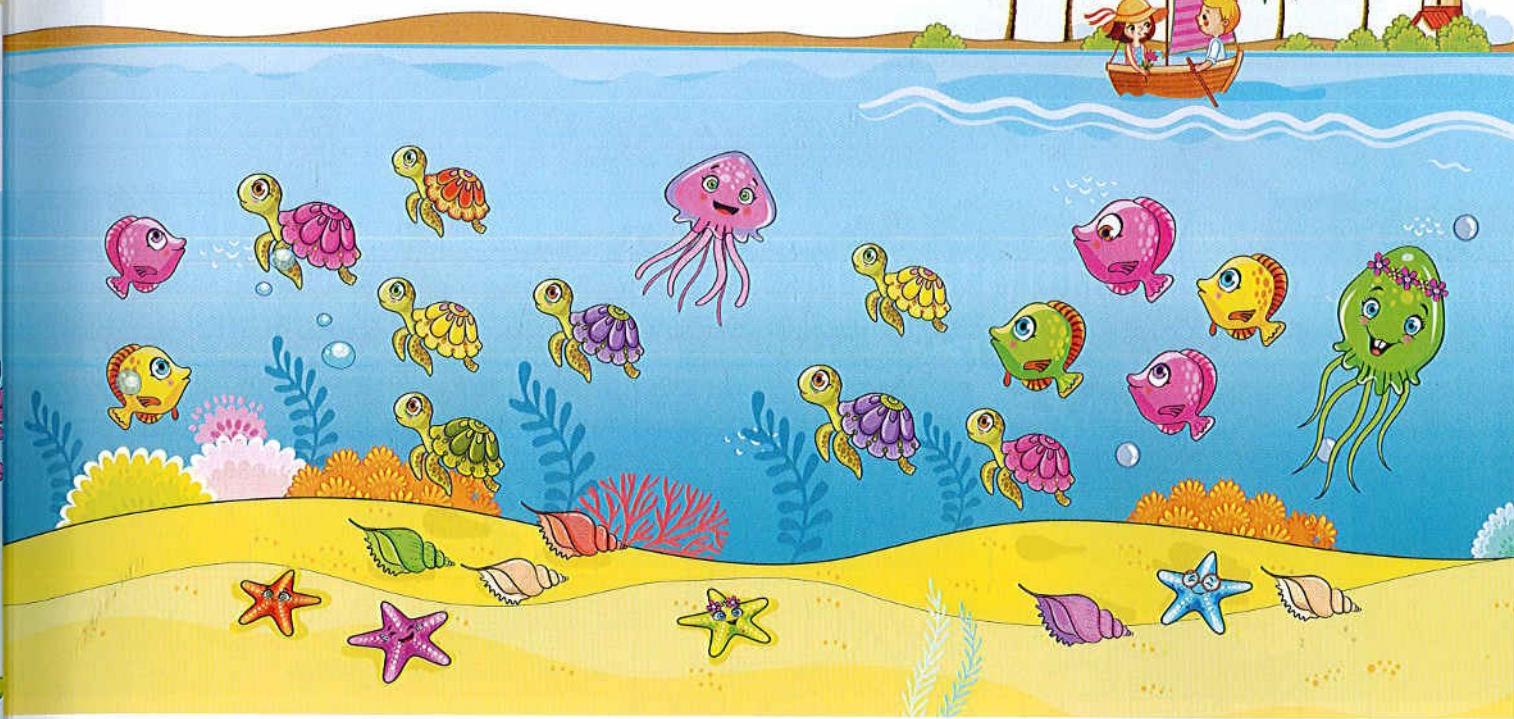


From the bar graph, complete.

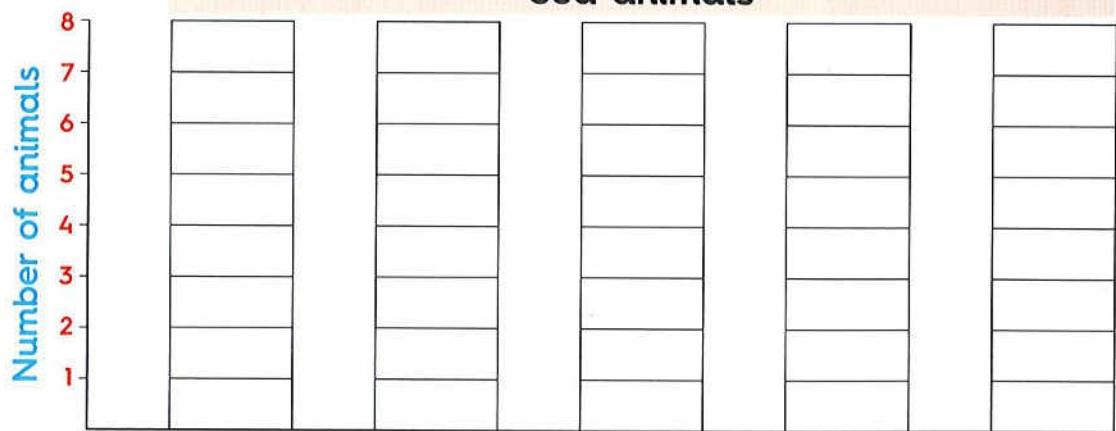
- The number of = _____



2 Color one box for each animal in the picture.



Sea animals



Types of animals



From the bar graph, complete.

a. The number of  is _____

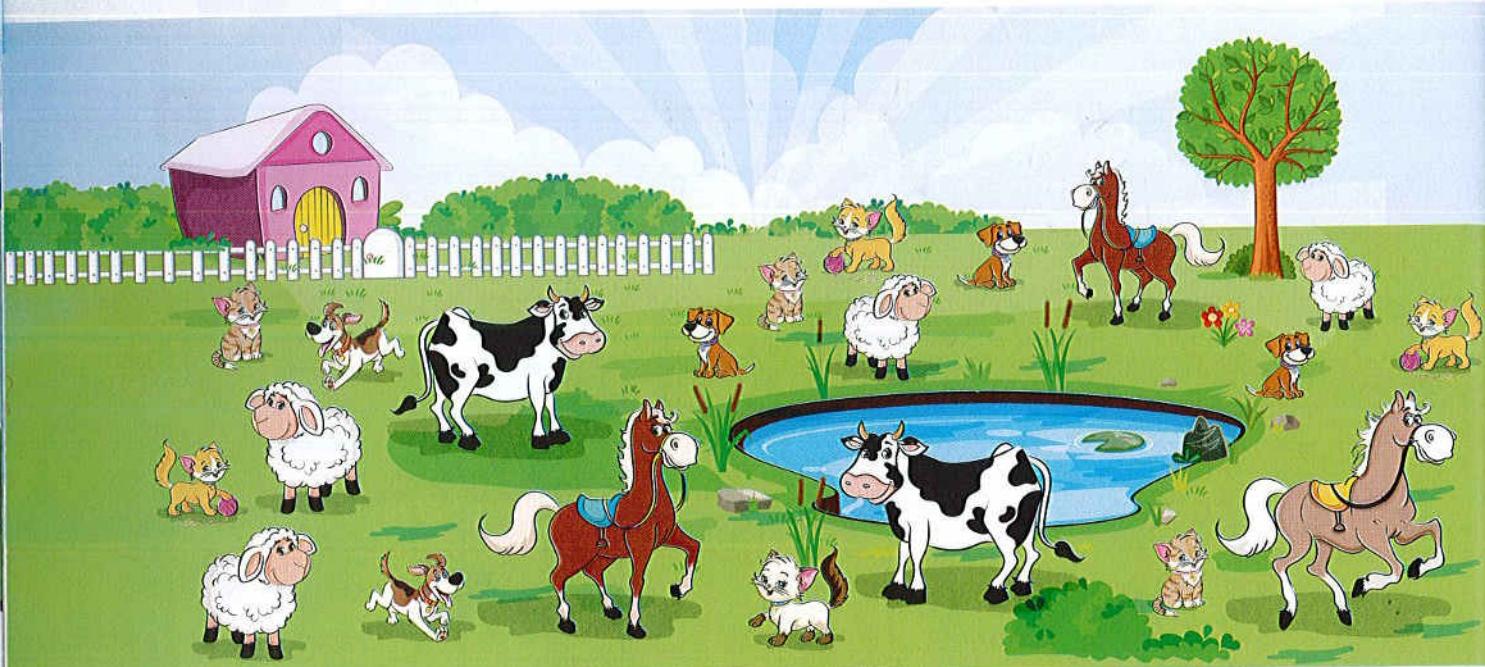
b. The number of  is _____

c. The number of  is _____

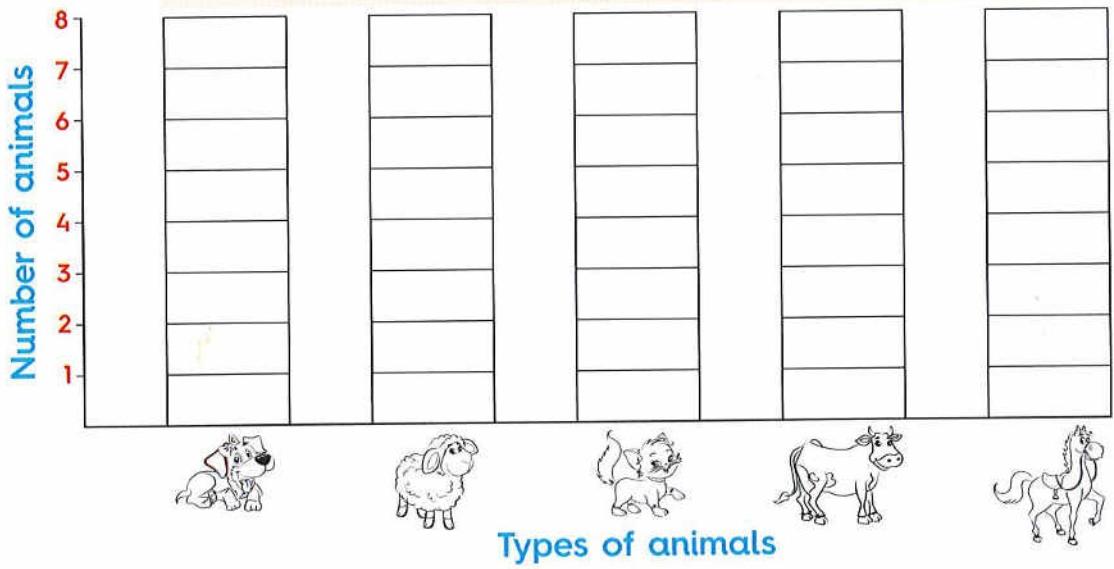
d. The number of  is _____

e. The number of  is _____

3 There are different animals in a farm. Color one box for each animal.



Farm animals



From the bar graph, complete.

- a. The number of is _____
- c. The number of is _____
- e. The number of is _____

- b. The number of is _____
- d. The number of is _____

Lesson

3

Horizontal bar graph

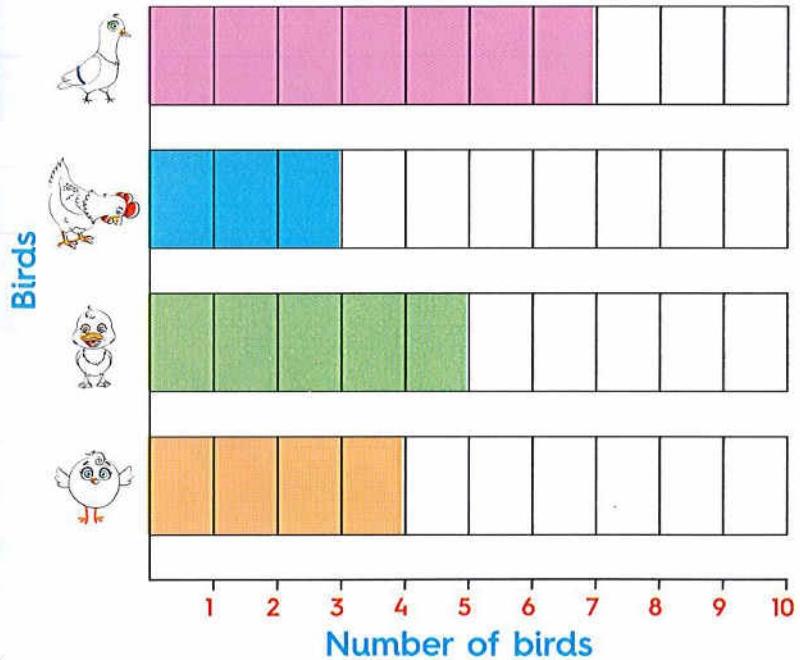
Learn

Horizontal bar graph is another version of bar graph, the bars are going across the graph instead of up.

I have converted the same information from the vertical format into horizontal format.

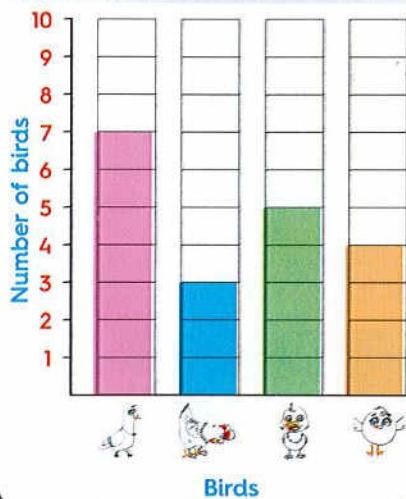


Birds in the farm



Horizontal bar graph

Birds in the farm



Vertical bar graph

Note :

The graphs look different but the information is the same in both.

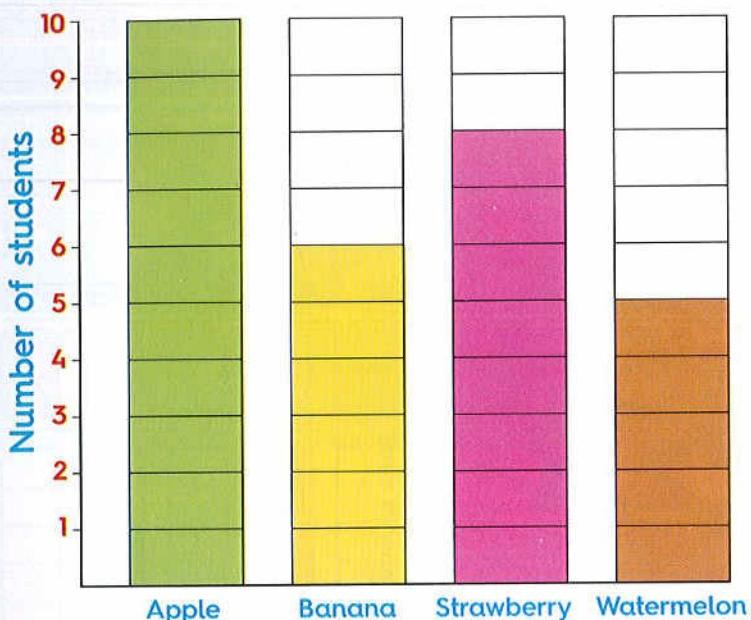
Notes for parents

- Help your child know that the two bar graphs are the same. Both versions of the graph have bars of the same quantity.

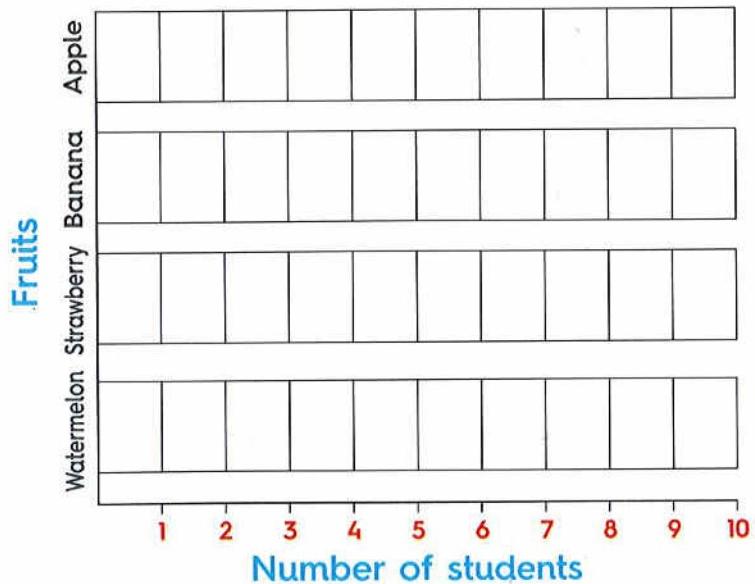
Check

Convert the same information from the vertical bar graph into a horizontal bar graph.

Favorite fruit



Favorite fruit



- Help your child convert the same information from the vertical format into the horizontal format.

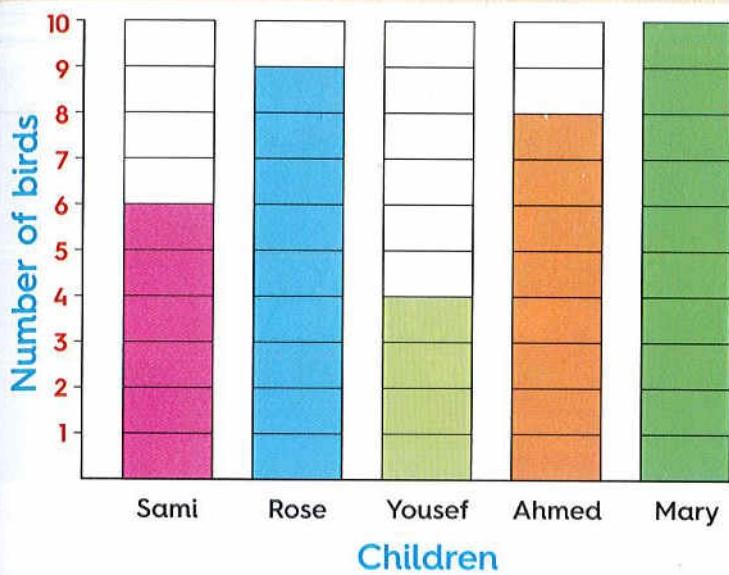
Exercise 2

Horizontal bar graph

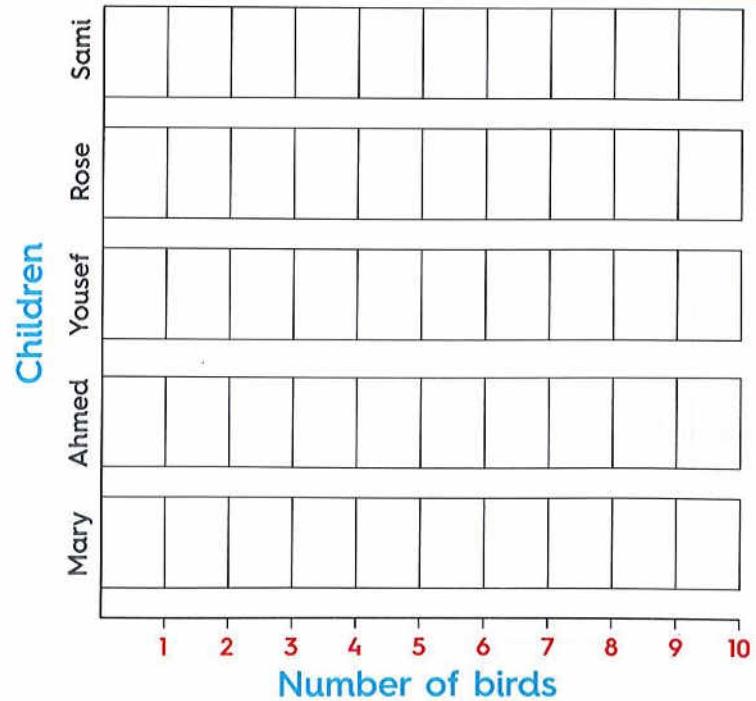
On Lesson 3

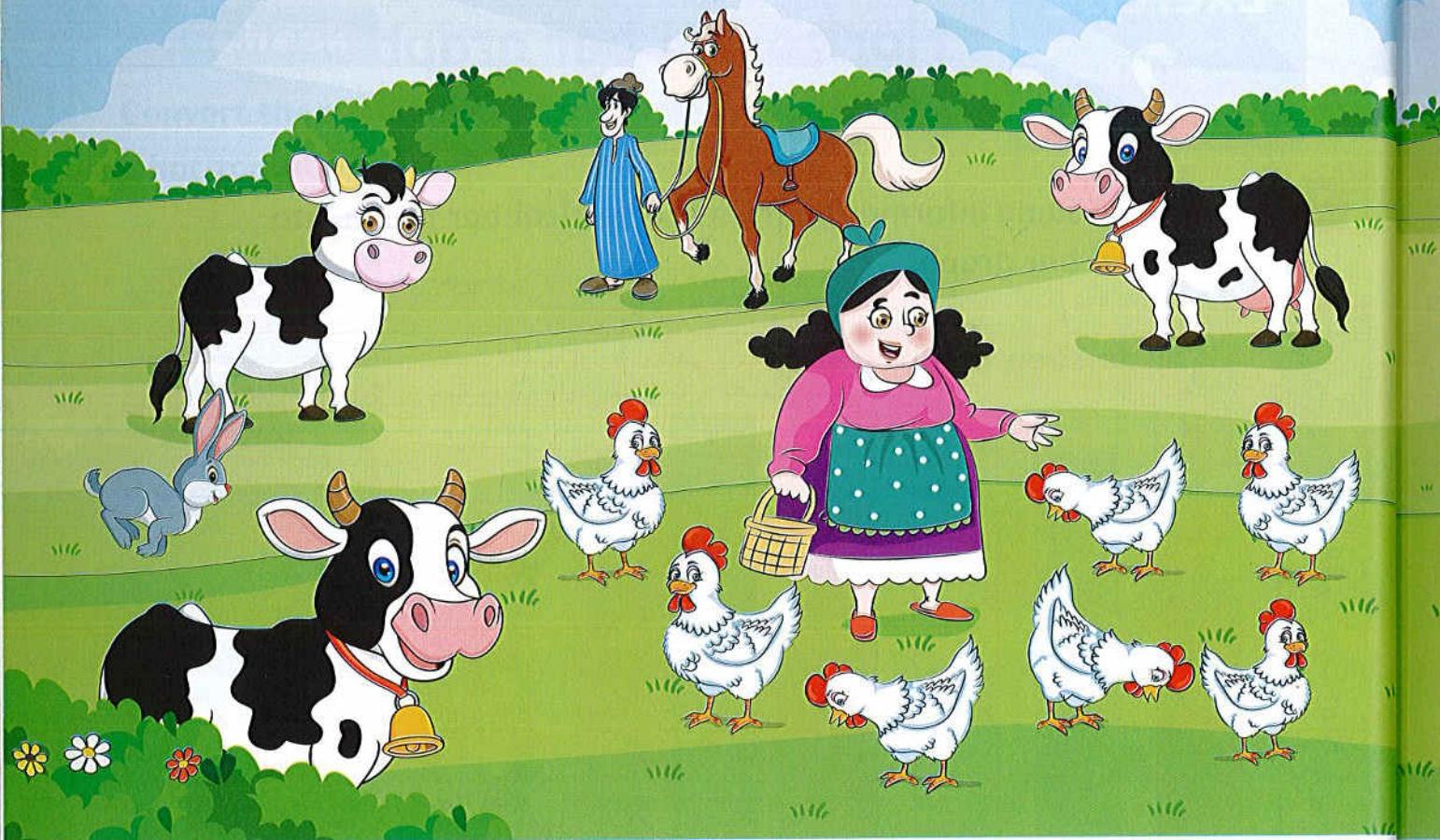
- Convert the same information from the vertical bar graph into a horizontal bar graph.

Birds seen at the park



Birds seen at the park





2 In **BOTH** pages :

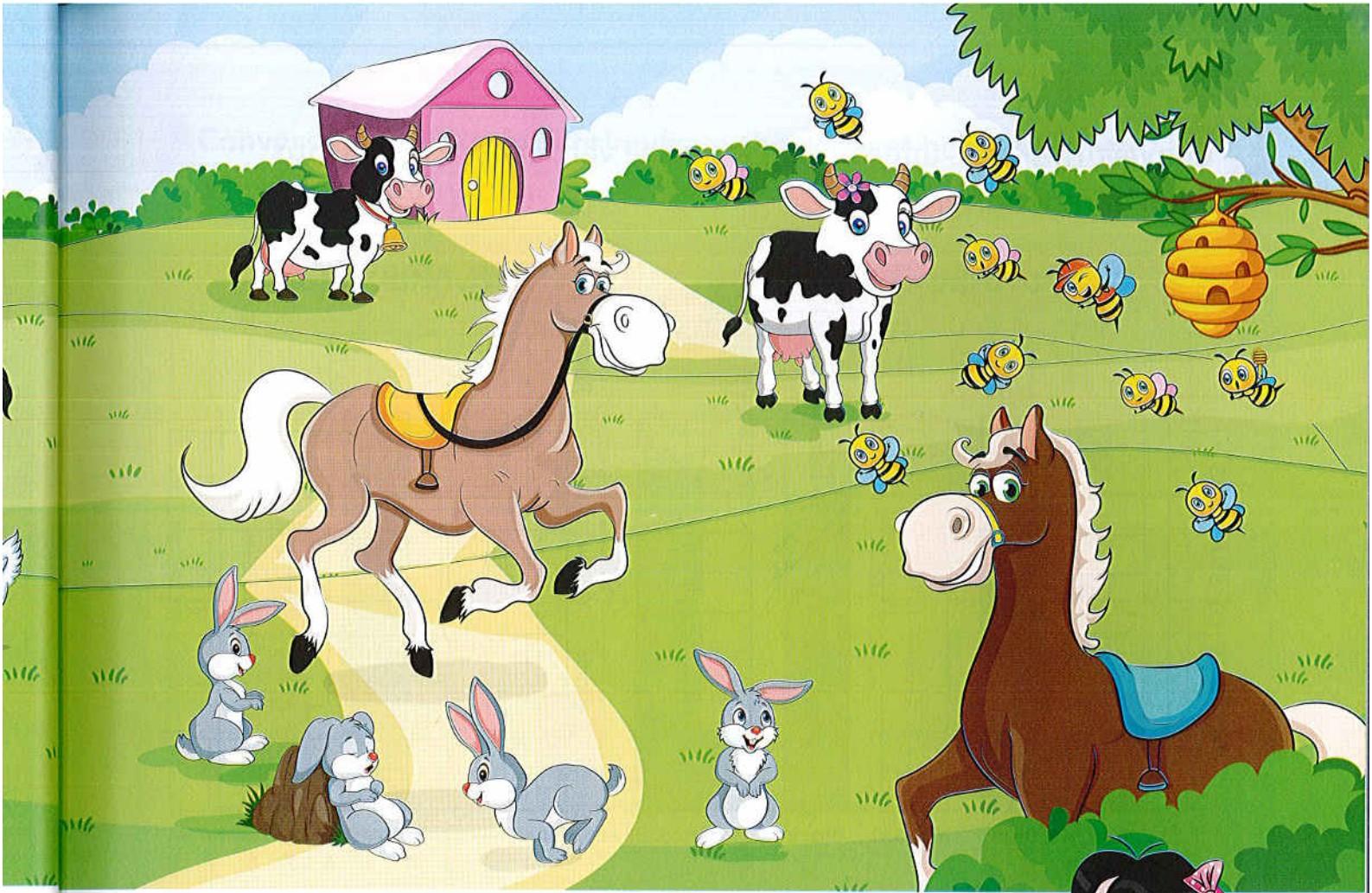


Color one box for each animal or insect.

In the farm

Types of animals or insects

Cow									
Hen									
Horse									
Rabbit									
Bee									
	1	2	3	4	5	6	7	8	9
									10
	Number of animals or insects								



Use the bar graph. Complete using $>$, $<$ or $=$.

a. Number of bees _____

Number of hens _____

b. Number of rabbits _____

Number of cows _____

c. Number of horses _____

Number of bees _____

d. Number of hens _____

Number of rabbits _____

e. Number of cows _____

Number of horses _____



Remember that

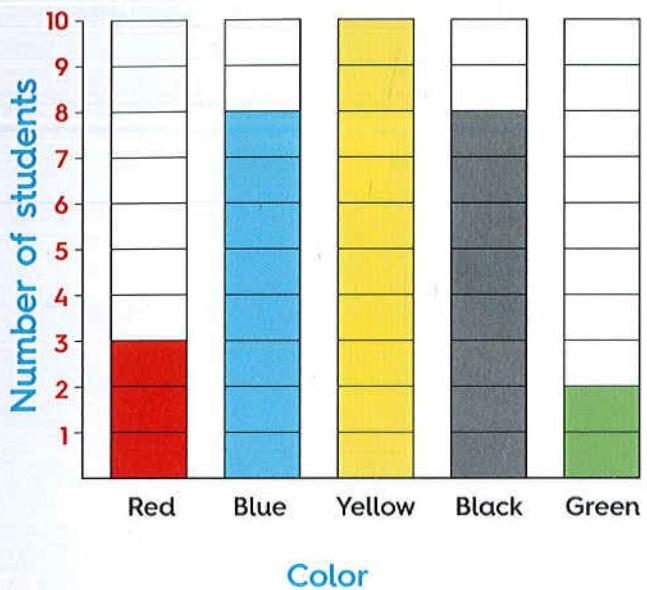
○ " $>$ " means greater than
For example : $15 > 7$

○ " $<$ " means less than
For example : $5 < 7$

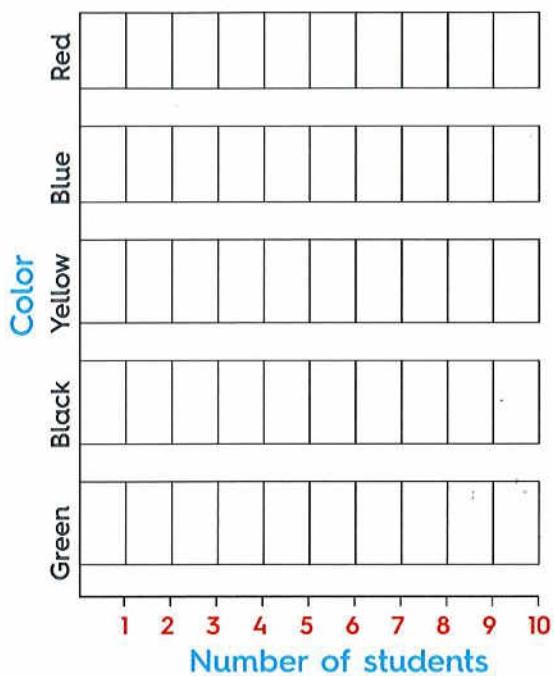
○ " $=$ " means is equal to
For example : $7 = 7$

- 3** Convert the same information from the vertical bar graph into a horizontal bar graph.

Favorite color

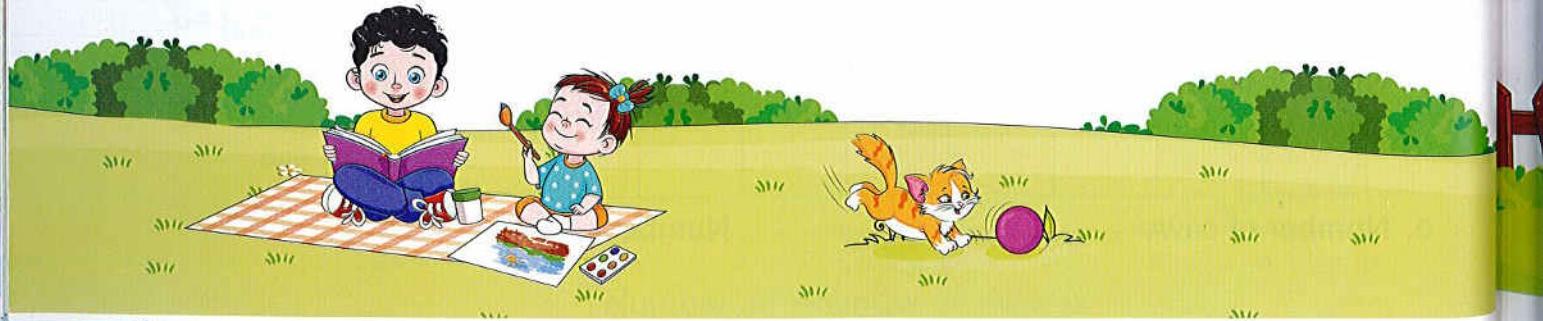


Favorite color



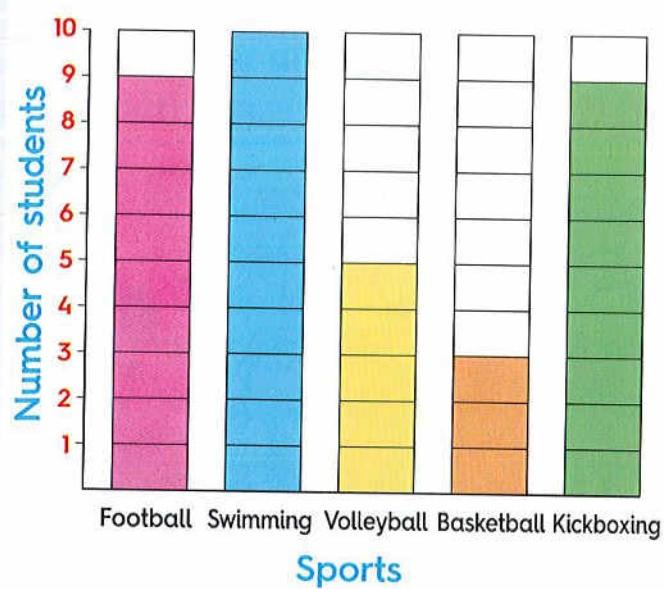
Use the bar graph. Complete using > , < or =.

- Number of students who liked green Number of students who liked blue
- Number of students who liked yellow Number of students who liked black
- Number of students who liked red Number of students who liked yellow
- Number of students who liked blue Number of students who liked black

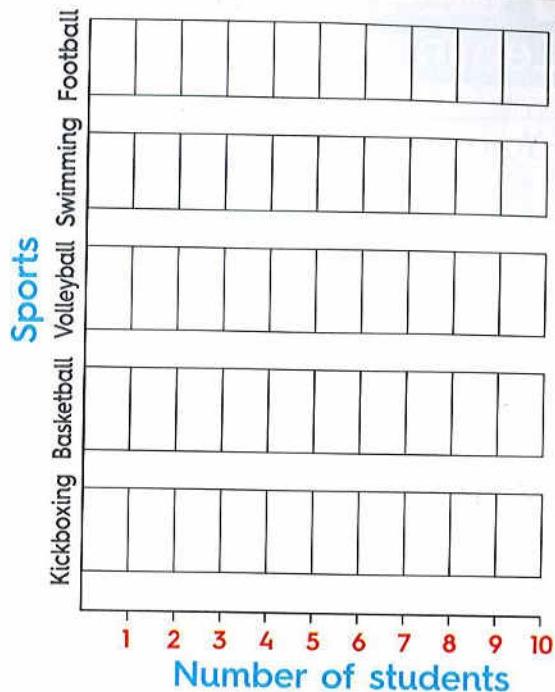


- 4 Convert the same information from the vertical bar graph into a horizontal bar graph.

Favorite sports



Favorite sports



Use the bar graph. Complete using >, < or =.

- Number of students who liked football Number of students who liked kickboxing
- Number of students who liked swimming Number of students who liked volleyball
- Number of students who liked basketball Number of students who liked football
- Number of students who liked football Number of students who liked swimming



**Lessons
4 & 5**

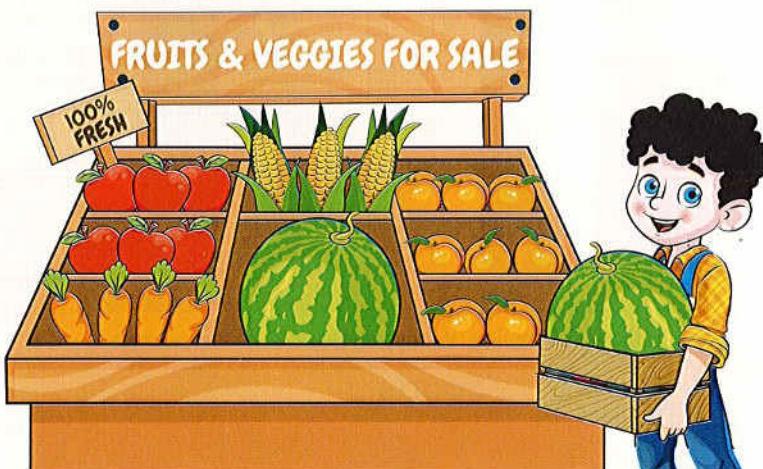
- Table and bar graph
- Solving problems about data

Learn

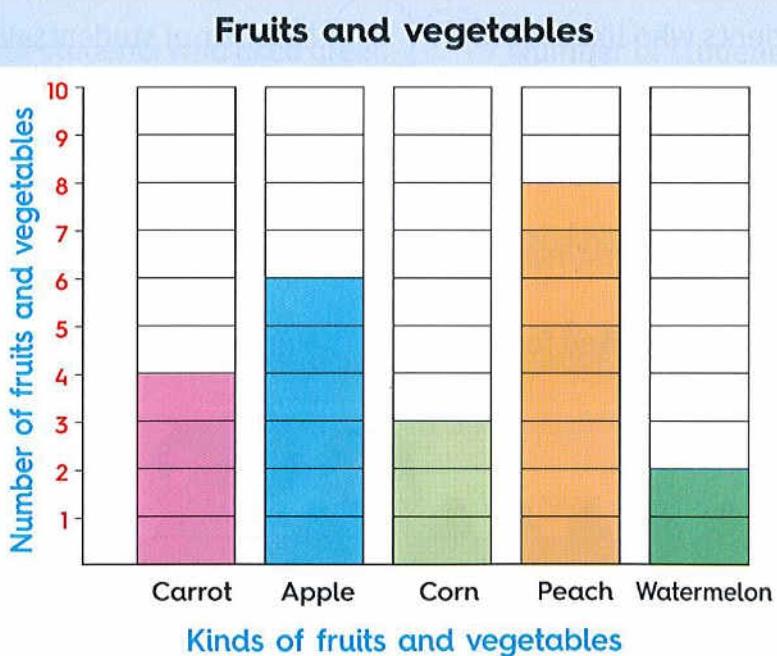
Table and bar graph

- You can show data in more than one way.
- The following table shows the numbers of fruits and vegetables at the farm stand.

Fruits and vegetables	
Kind	Number
Carrot	4
Apple	6
Corn	3
Peach	8
Watermelon	2



- The following bar graph shows the same data.



Notes for parents

- Ask your child to explain how to convert the table to bar graph.
- Ask him/her to find the most and the least kind of fruits and vegetables in the bar graph.

Learn Solving problems about data

A **bar graph** is a way to represent data visually.

Reading a bar graph gives you information.

- Here are some information from the opposite bar graph :

- The subject which liked the least is **science**.

- The subject which liked the most is **Arabic**.

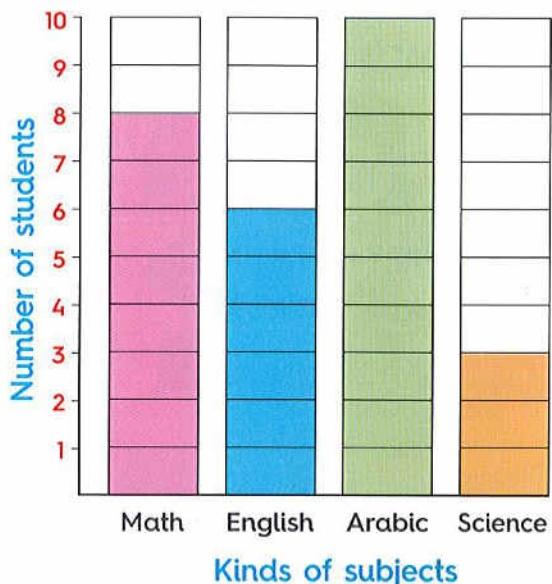
- The number of students who liked math and English is **14**.

- The number of students who liked more Arabic than science is **7**.

You read this bar graph from bottom to top.



Subjects we like



Think

You can add to solve a problem.

$$8 + 6 = 14$$

Think

You can subtract to solve a problem.

$$10 - 3 = 7$$

- To find the number of students who liked more Arabic than science, your child may count the rows between Arabic and science, or count up from 3 to 10 or subtract the smaller number 3 from the bigger number 10.

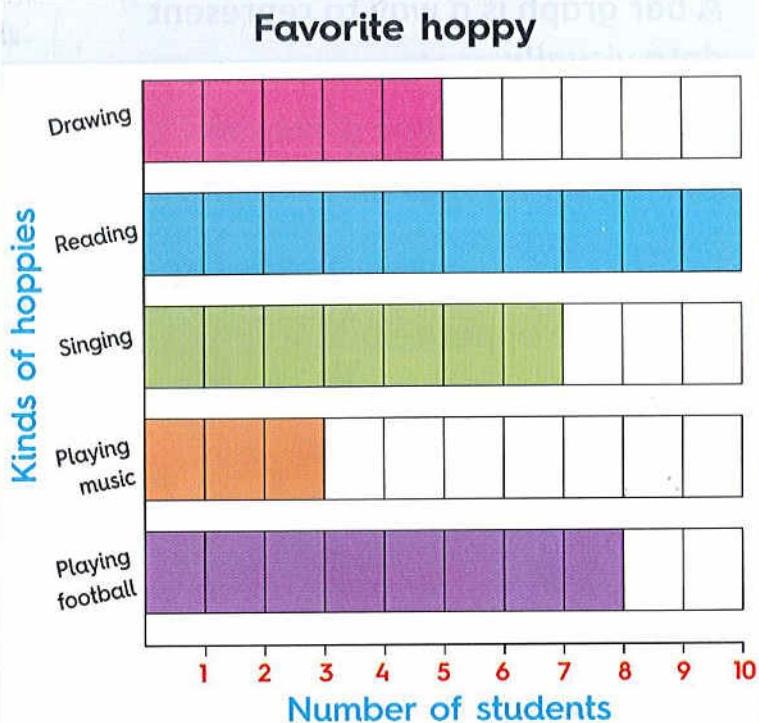
You read this bar graph from left to right.



• Here are some information from the opposite bar graph :

- The hoppy which liked the least is **playing music**.

- The hoppy which liked the most is **reading**.



- The number of students who liked drawing and singing in all is **12**.

- The number of students who liked playing football more than drawing is **3**.

- The number of students who liked reading , playing music and playing football all together is **21**.

Think

You can add to solve a problem.

$$\underline{5} + \underline{7} = \underline{12}$$

Think

You can subtract to solve a problem.

$$\underline{8} - \underline{5} = \underline{3}$$

Think

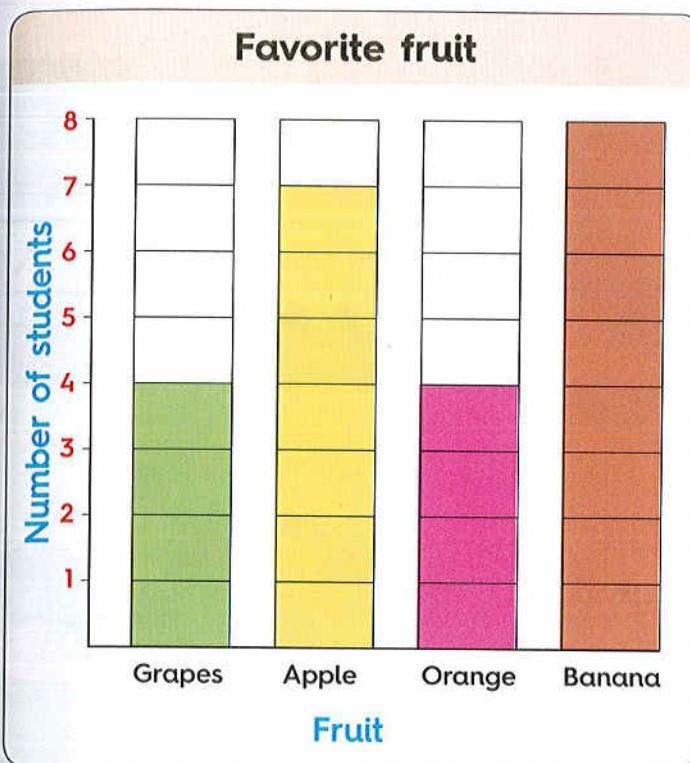
You can add to solve a problem.

$$\underline{10} + \underline{3} + \underline{8} = \underline{21}$$



Check

Use the bar graph to complete the table.



Favorite fruit				
Fruit	Grapes	Apple	Orange	Banana
Number of students				



Answer the following questions.

- How many students liked grapes ? _____
- How many students liked apple ? _____
- Which fruit is liked the most ? _____
- How many students in all liked apple and orange ? _____
- How many students in all liked grapes and banana ? _____
- How many students liked banana more than grapes ? _____
- How many students in all liked orange and grapes ? _____
- How many students liked apple more than orange ? _____

- Help your child describe the information in the bar graph and answer the questions about data.
- Let your child decide the operation of addition or subtraction in this page to answer the questions.

Exercise

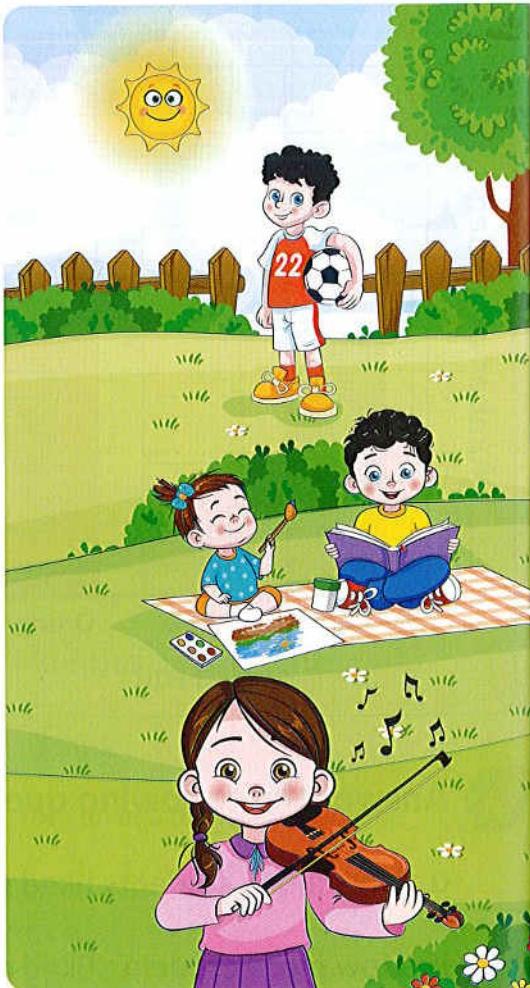
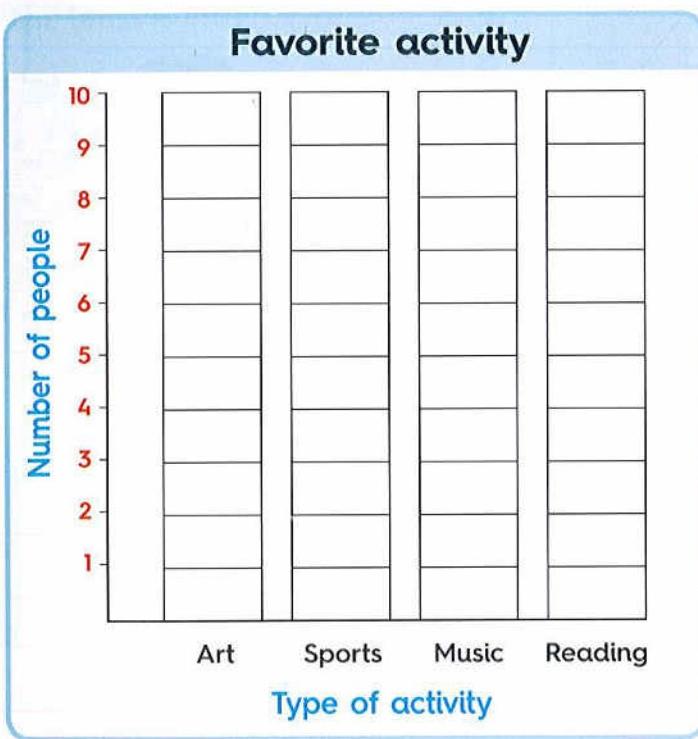
3

- Table and bar graph
- Solving problems about data

On Lessons 4 & 5

- 1 Read the table. Shade in the graph to show the same data.

Favorite activity				
Type	Art	Sports	Music	Reading
Number	4	7	5	10

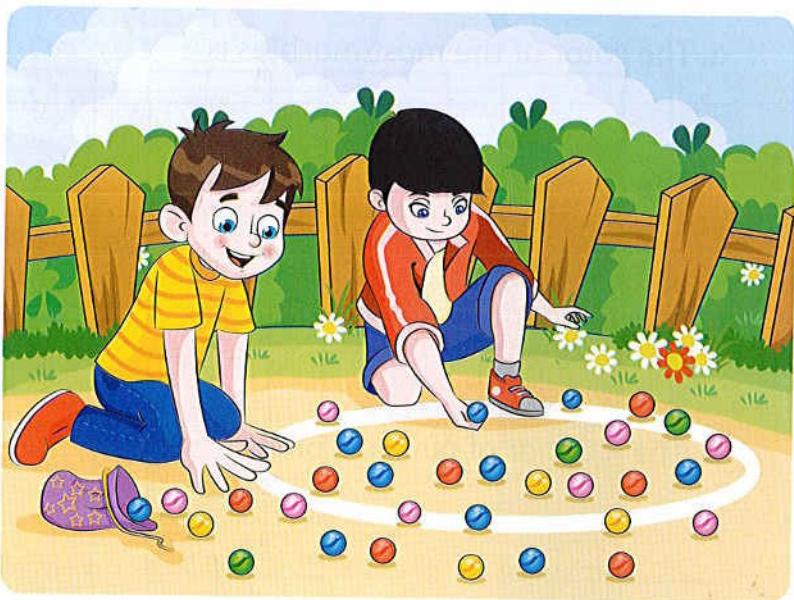


Use the graph to answer the questions.

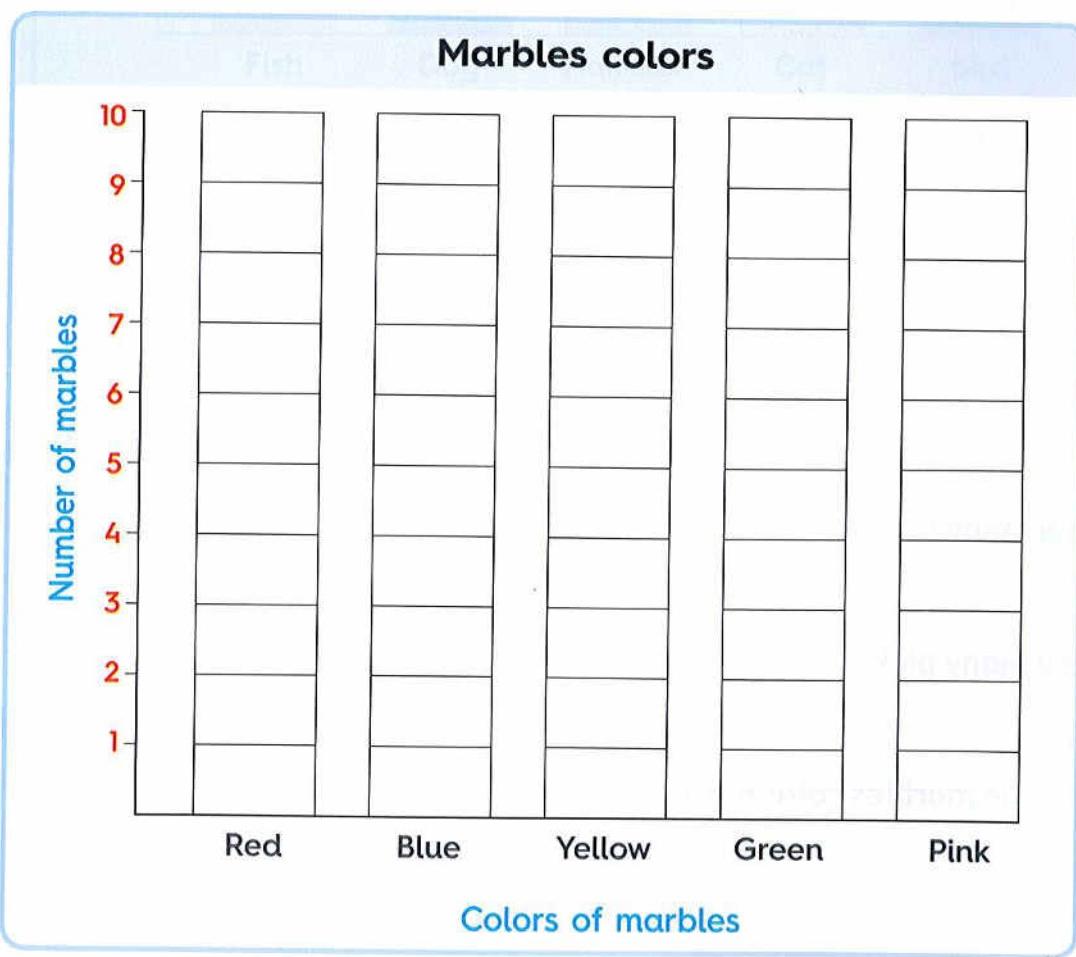
- Which activity is the most favorite ? _____
- Which activity is the fewest favorite ? _____
- How many students in all liked art and music ? _____
- How many students in all liked sports and reading ? _____
- How many students liked sports more than music ? _____
- How many students in all liked sports and music ? _____

2 Look at the picture, then complete the table.

Marbles colors	
Color	Number
Red	
Blue	
Yellow	
Green	
Pink	



From the table color the bar graph.





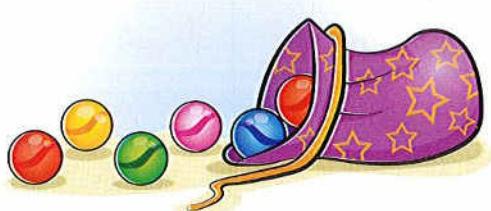
Use the previous bar graph to complete the sentences from a to d.

a. The color of the most marbles is _____

b. The color of the least marbles is _____

c. The number of yellow marbles is _____

d. The number of pink marbles is _____



Use the previous bar graph to answer the questions from e to k.

e. How many red and yellow marbles are there ? _____

f. How many blue and green marbles are there ? _____

g. How many pink and red marbles are there ? _____

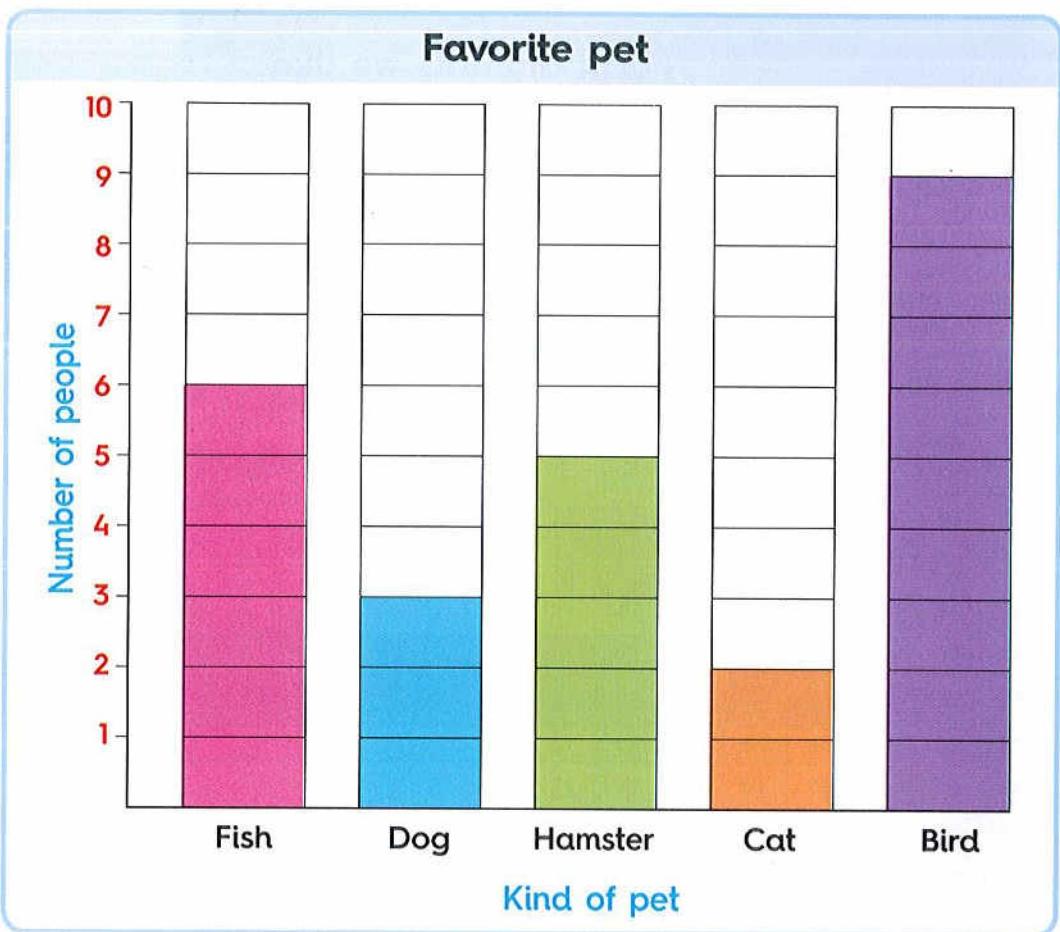
h. How many blue marbles more than green marbles ? _____

i. How many red marbles more than yellow marbles ? _____

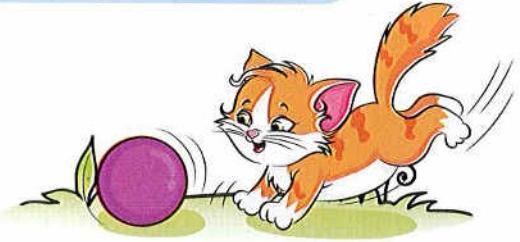
j. How many pink marbles more than red marbles ? _____

k. List the marbles color data from the least to the greatest.
_____, _____, _____, _____, _____, _____, _____

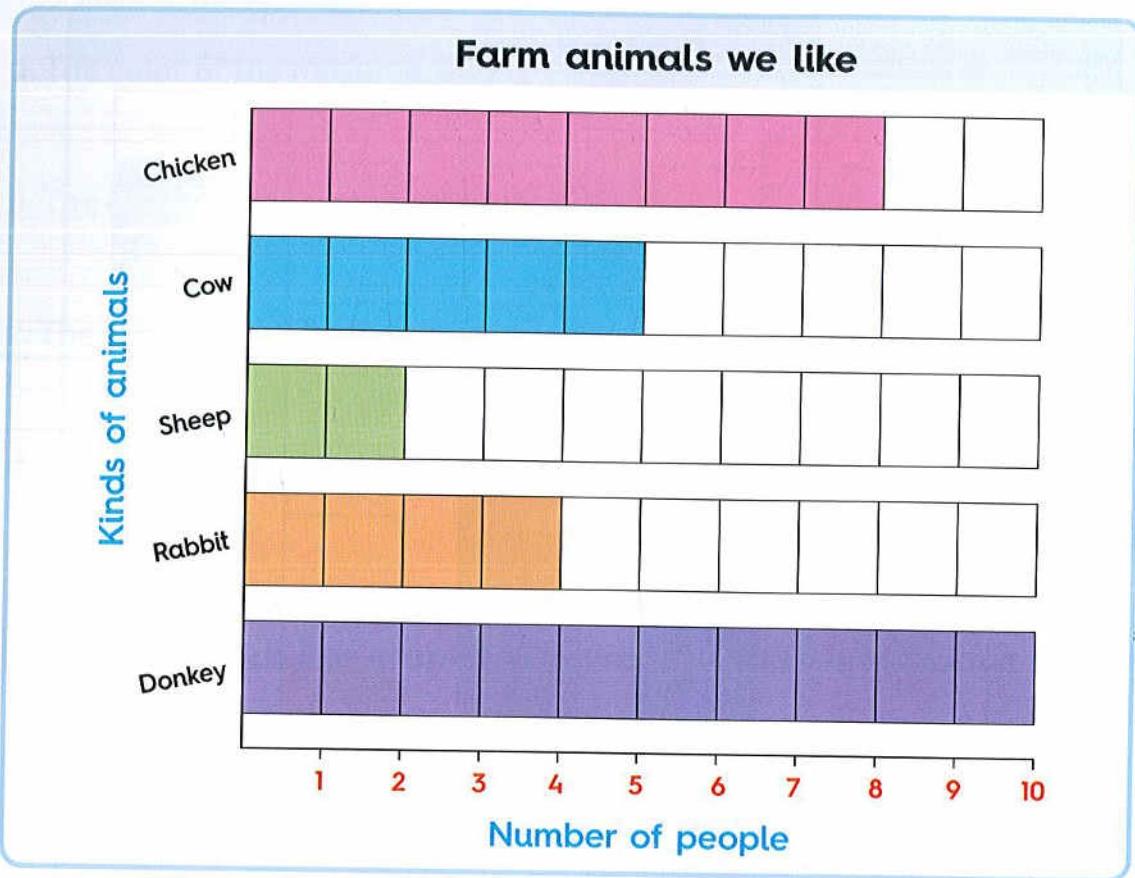
3 Use the following bar graph to answer the questions.



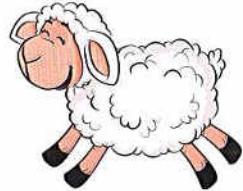
- Which pet is liked the least ? _____
- Which pet is liked the most ? _____
- How many people in all liked birds and cats ? _____
- How many people in all liked hamsters and dogs ? _____
- How many people liked hamsters more than dogs ? _____
- How many people liked fish more than cats ? _____
- How many people in all liked dogs, hamsters and fish ? _____
- How many people in all liked cats, birds and hamsters ? _____



4 Use the following bar graph to answer the questions.



- a. Which animal is liked the most ? _____
- b. Which animal is liked the least ? _____
- c. How many people in total liked cows and sheep ? _____
- d. How many people in total liked chicken and rabbits ? _____
- e. How many more people liked chicken than rabbits ? _____
- f. How many more people liked donkey than cows ? _____
- g. How many people in all liked cows, rabbits and donkeys ? _____
- h. How many people in all liked chicken, sheep and cows ? _____



Lessons

6 : 8

Bar graph with a scale of 2 or 10

Pre-study

Skip counting by 2s

Start on 2 on the chart. Count forward by 2s.

2, **4**, **6**, **8**, **10**, **12**, ...

You skipped 3, 5, 7, 9, 11, ...

Practice:

- Start on 6. Skip count by 2s.

Write the numbers

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Skip counting by 2s will help you when working with a bar graph of a scale of 2.



Skip counting by 10s

Start on 10 on the chart. Count forward by 10s.

10, **20**, **30**, **40**, **50**, **60**, ...

You simply move down one row each time.

Practice:

- Start on 4. Skip count by 10s.

Write the numbers

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Skip counting by 10s will help you when working with a bar graph of a scale of 10.



Notes for parents

- Ask your child to show you how to count by 2s and 10s using the chart.

Learn

Bar graph with a scale of 2

You can use any scale for a bar graph. Here are two bar graphs that show the same data with different scales.

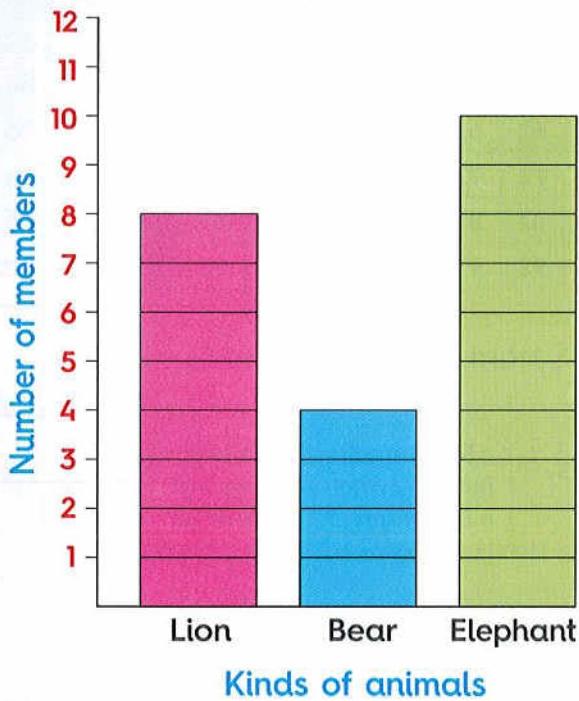


Each box in the bar graph of scale 1 represents 1 member.

Each box in the bar graph of scale 2 represents 2 members.

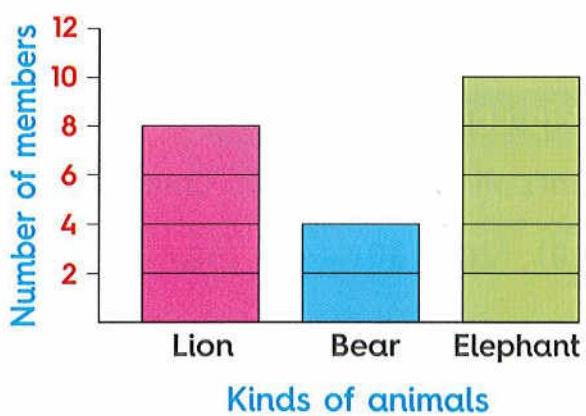
Mark uses a **scale of 1**

Favorite zoo animals



Sarah uses a **scale of 2**

Favorite zoo animals



- Which animal is liked the least ? Bear
- Which animal is liked the most ? Elephant
- How many people liked lion and bear ? $8 + 4 = 12$
- How many people liked elephant more than bear ? $10 - 4 = 6$



- Train your child to skip counting by 2s.
- Tell your child that two boxes of bar graph with a scale of 1 equals 5 one box of bar graph with a scale of 2.

Learn Bar graph with a scale of 10

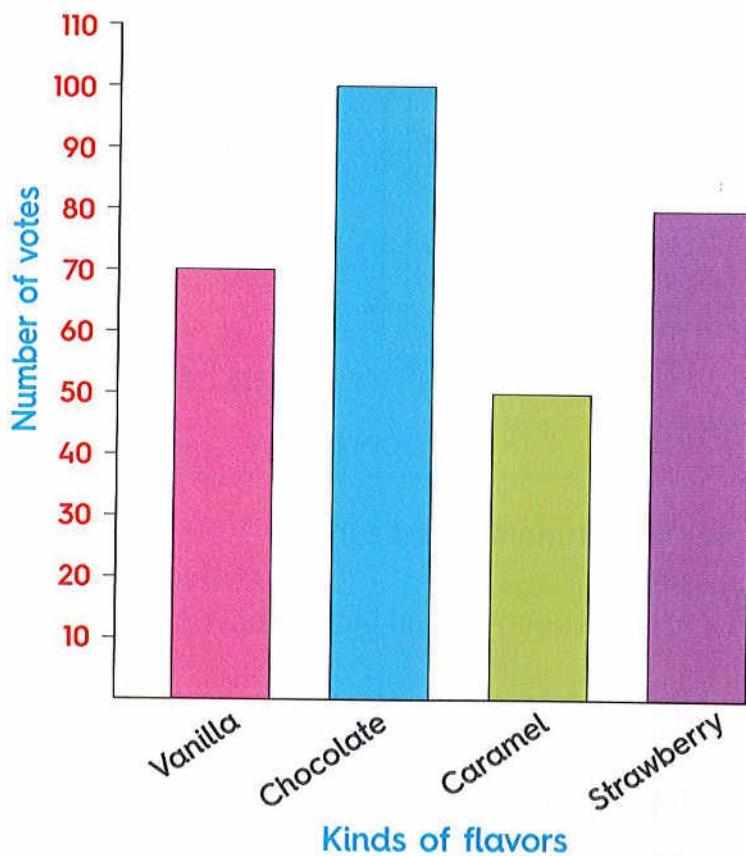
The following table is a voted table of 300 people for their favorite ice cream flavor.

The data on the table is represented on bar graph with a scale of 10 because the number of people is big.



Favorite ice cream flavor

Favorite ice cream flavor	
Flavor	Number
Vanilla	70
Chocolate	100
Caramel	50
Strawberry	80



- Which ice cream flavor is liked the least ? Caramel
- Which ice cream flavor is liked the most ? Chocolate
- How many votes in all liked vanilla and chocolate ? $70 + 100 = 170$
- How many more votes liked strawberry than vanilla ? $80 - 70 = 10$

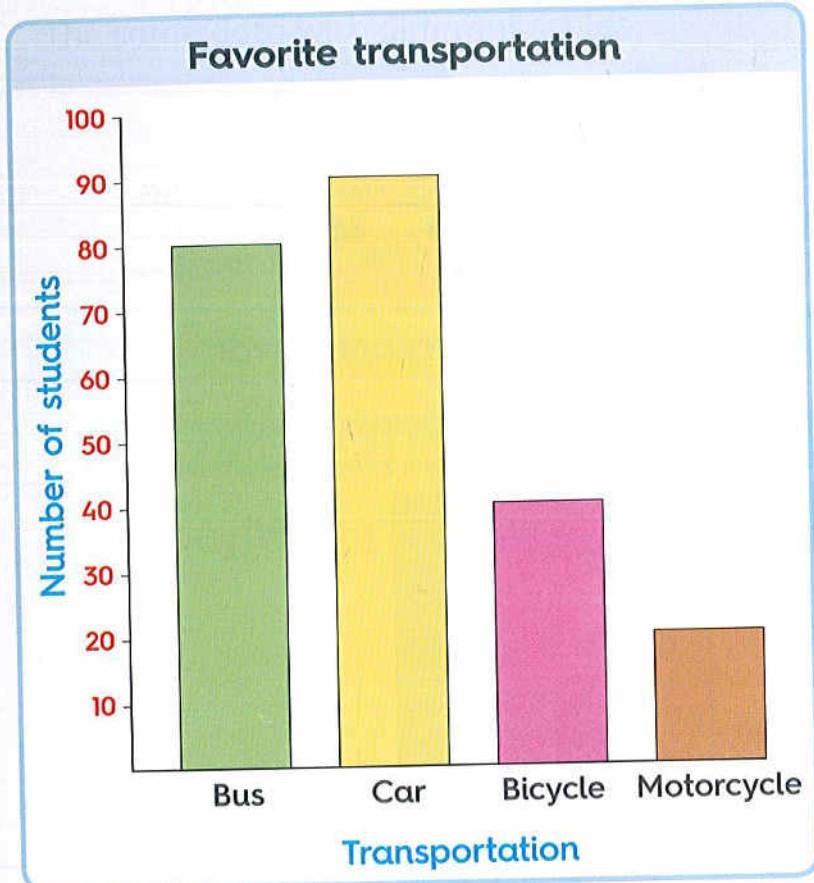


- Train your child to skip counting by 10s.
- Ask your child why might we need to count by 10s instead of 1s when making a graph ?

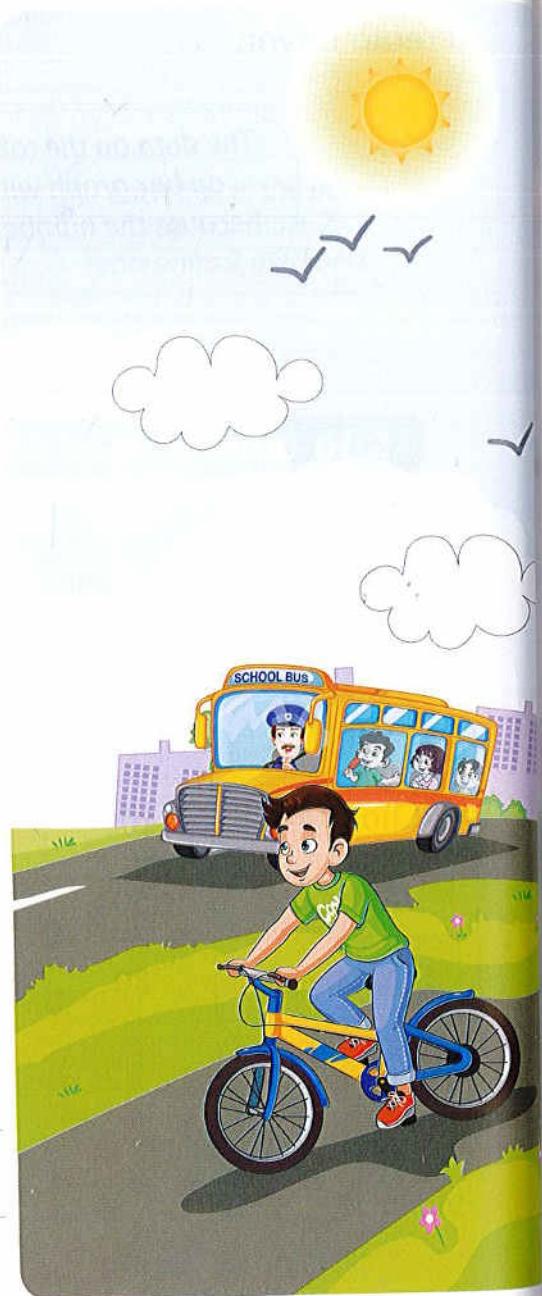


Check

Use the bar graph to answer the questions.



- How many students liked car best? _____
- How many students liked bicycle best? _____
- Which transportation is liked the most? _____
- Which transportation is liked the least? _____
- How many students liked bus and car? _____
- How many students liked motorcycle and car? _____
- How many more students liked bus than bicycle? _____
- How many more students liked bicycle than motorcycle? _____
- How many students liked bus, bicycle and car? _____



Exercise

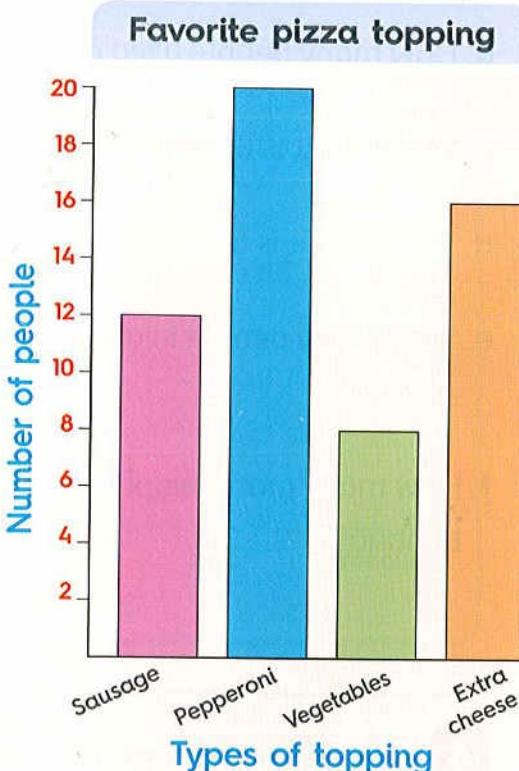
4

Bar graph with a scale of 2 or 10

On Lessons 6 : 8

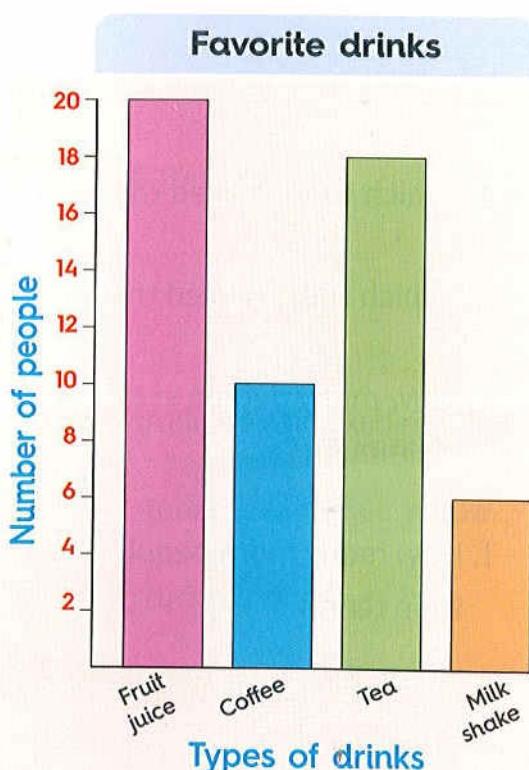
1 Use the bar graph to answer the questions.

- How many people liked sausage best? _____
- How many people liked extra cheese best? _____
- Which pizza topping is liked the least? _____
- Which pizza topping is liked the most? _____
- How many people in all liked sausage and vegetables pizza? _____
- How many more people liked pepperoni than extra cheese? _____



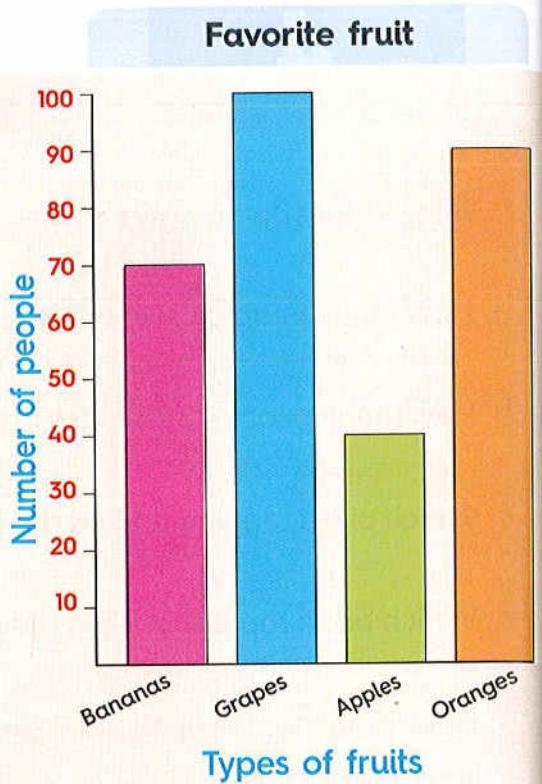
2 Use the bar graph to answer the questions.

- How many people liked fruit juice best? _____
- How many people liked tea best? _____
- Which drink is liked the least? _____
- Which drink is liked the most? _____
- How many people in all liked tea and milk shake? _____
- How many more people liked fruit juice than coffee? _____



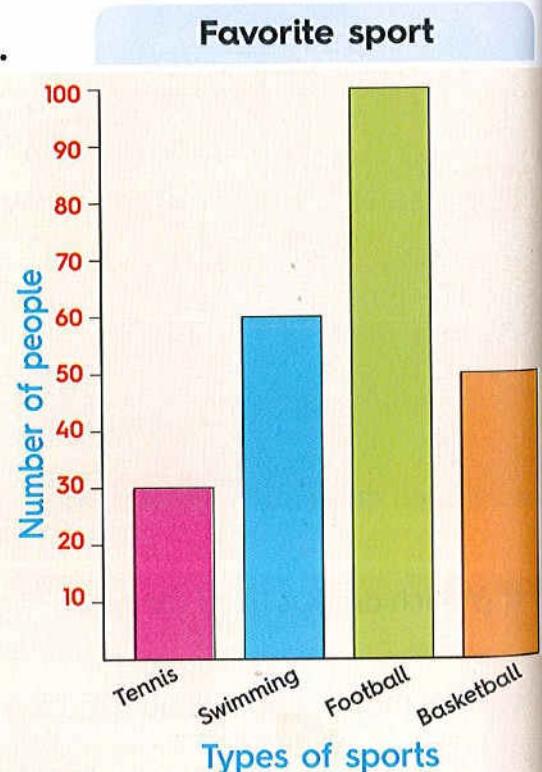
3 Use the bar graph to answer the questions.

- How many people liked bananas best? _____
- How many people liked oranges best? _____
- Which fruit is liked the least? _____
- Which fruit is liked the most? _____
- How many people in all liked grapes and apples? _____
- How many more people liked oranges than bananas? _____



4 Use the bar graph to answer the questions.

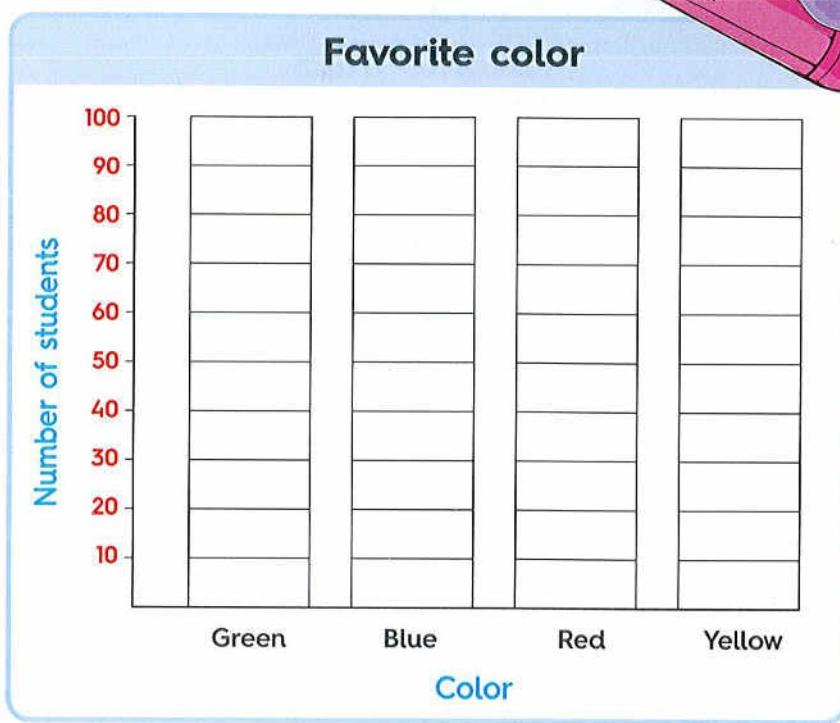
- How many people liked basketball best? _____
- How many people liked swimming best? _____
- Which sport is liked the least? _____
- Which sport is liked the most? _____
- How many people in all liked football and swimming? _____
- How many more people liked basketball than tennis? _____



5 Use the following table to color the bar graph.



Favorite color	
Favorite color	Number of students
Green	70
Blue	50
Red	90
Yellow	70



Use the bar graph :

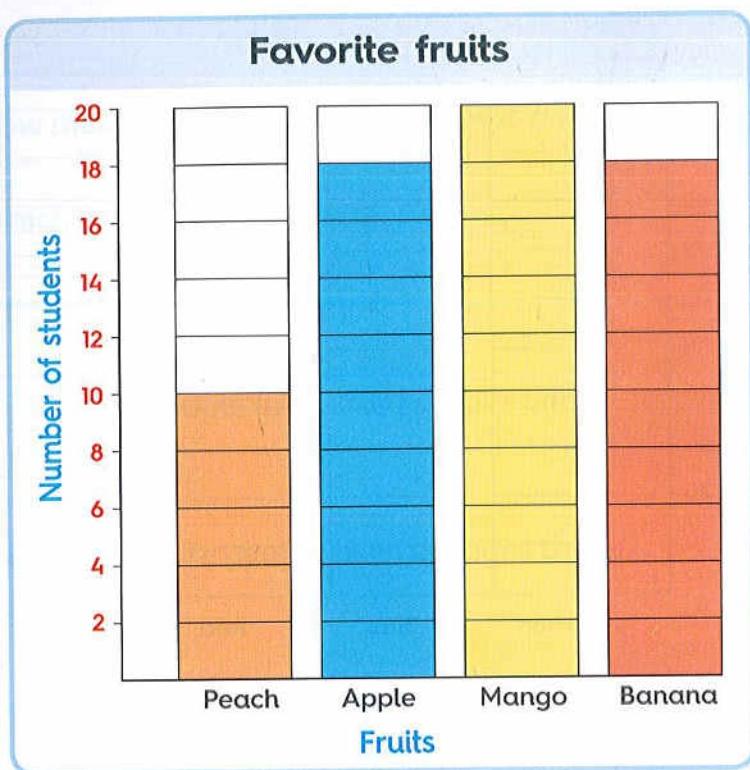
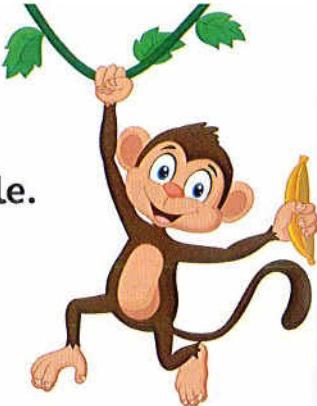
1. Write (✓) to the correct statement and (✗) to the incorrect statement.

- a. The number of students who liked blue is 40. ()
- b. The number of students who liked red and yellow is 160. ()
- c. The difference between the number of students who liked green and yellow is 140. ()

2. Complete using > , < or =.

- a. The number of students who liked blue The number of students who liked red
- b. The number of students who liked green The number of students who liked yellow
- c. The number of students who liked green The number of students who liked blue
- d. The number of students who liked yellow The number of students who liked red

6 Look at the favorite fruits graph and complete the table.



Favorite fruits	
Favorite fruits	Number of students
Peach	_____
Apple	_____
Mango	_____
Banana	_____



Use the bar graph :

1. Complete using $>$, $<$ or $=$.

- a. Number of students who liked apple Number of students who liked banana
- b. Number of students who liked mango Number of students who liked peach
- c. Number of students who liked peach Number of students who liked banana

2. Answer the following questions.

- a. How many students liked apple the best ? _____
- b. Which fruit is liked the most ? _____
- c. Which fruit is liked the least ? _____
- d. How many students liked apple and peach ? _____
- e. How many more students liked mango than banana ? _____
- f. How many more students liked apple than peach ? _____



Lessons
9 & 10

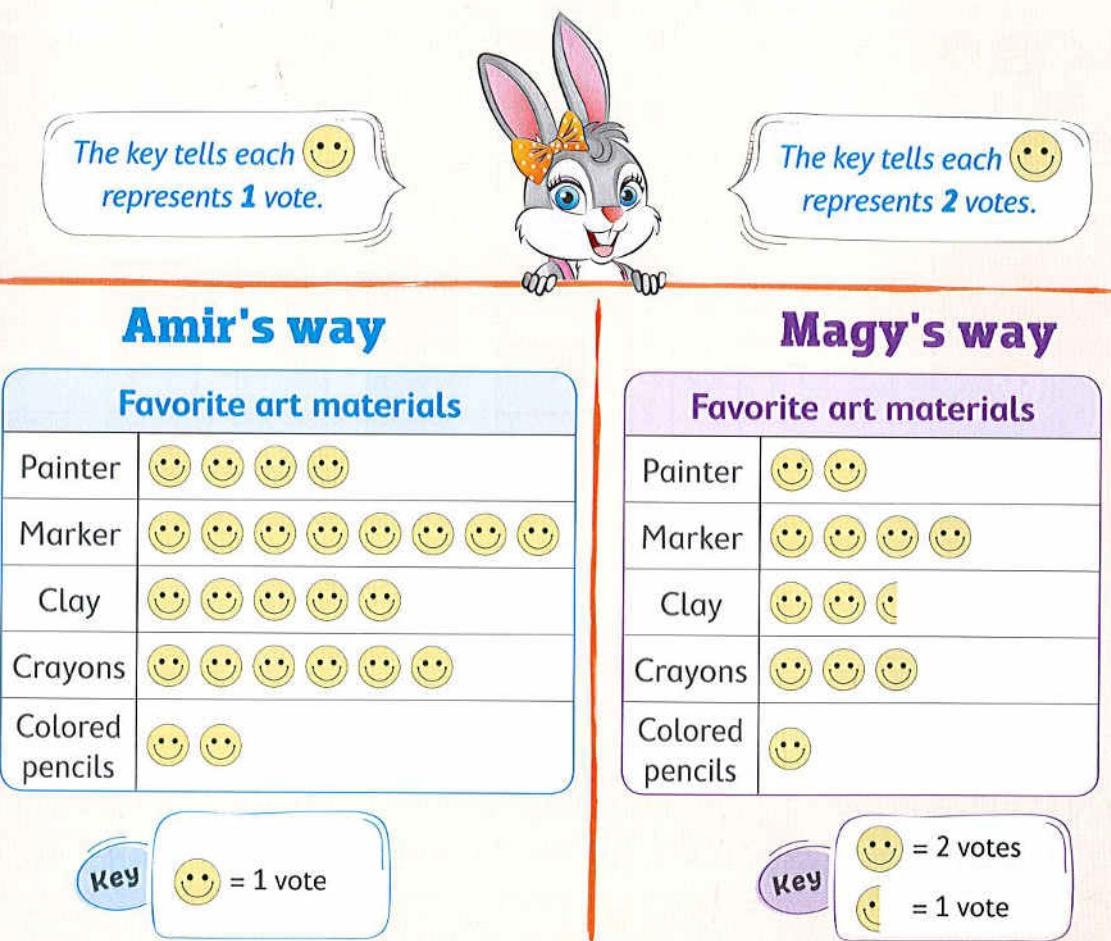
Pictograph

Learn Pictograph

A **pictograph** is another way to show data.

A pictograph uses pictures to tell how many.

Here are two pictographs that show the same data with different keys.



From the pictograph :

- The number of students who liked marker is **8**
- The number of students who liked clay is **5**
- The number of students who liked painter and colored pencils is **$4 + 2 = 6$**
- How many more students liked marker than crayons ? **$8 - 6 = 2$**

Notes for parents

- Make sure that your child understand that the key tells how many each picture stands for.

Learn

Pictograph and bar graph

We can represent the data of the pictograph in a bar graph.

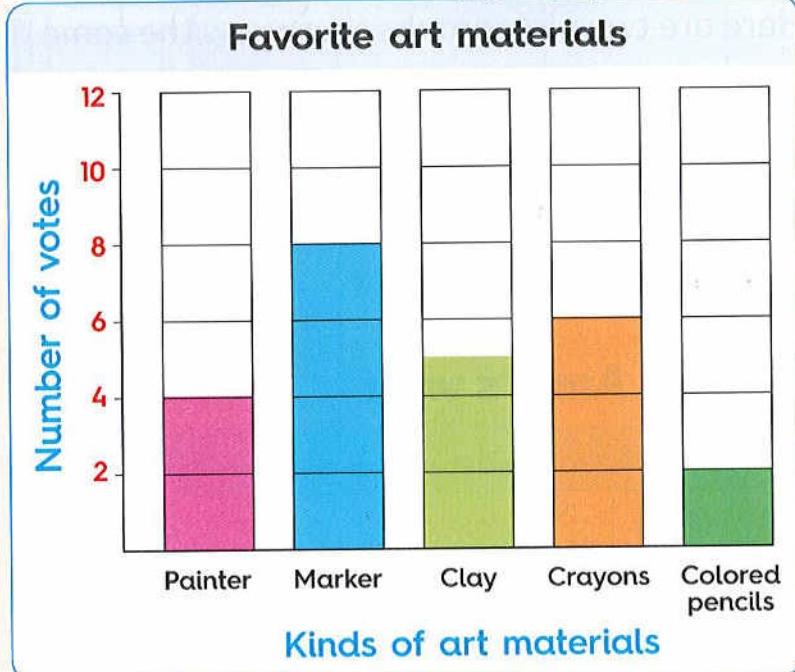
I converted the data on pictograph into bar graph and I preferred the bar graph with a scale of 2 to match the key of pictograph.



Favorite art materials	
Painter	2
Marker	4
Clay	3
Crayons	3
Colored pencils	1

Key

= 2 votes
 = 1 vote



Note :

In the above pictograph, the clay category shows 5 votes and to represent it on a bar graph with a scale of 2, you should stop halfway between 4 and 6.



From the graphs :

- The number of students who liked painter is 4
- The number of students who liked crayons is 6
- The number of students who liked marker and crayons is $8 + 6 = 14$
- How many more students liked clay more than colored pencils ? $5 - 2 = 3$

- Help your child understand that the two graphs look different but they show the same data.



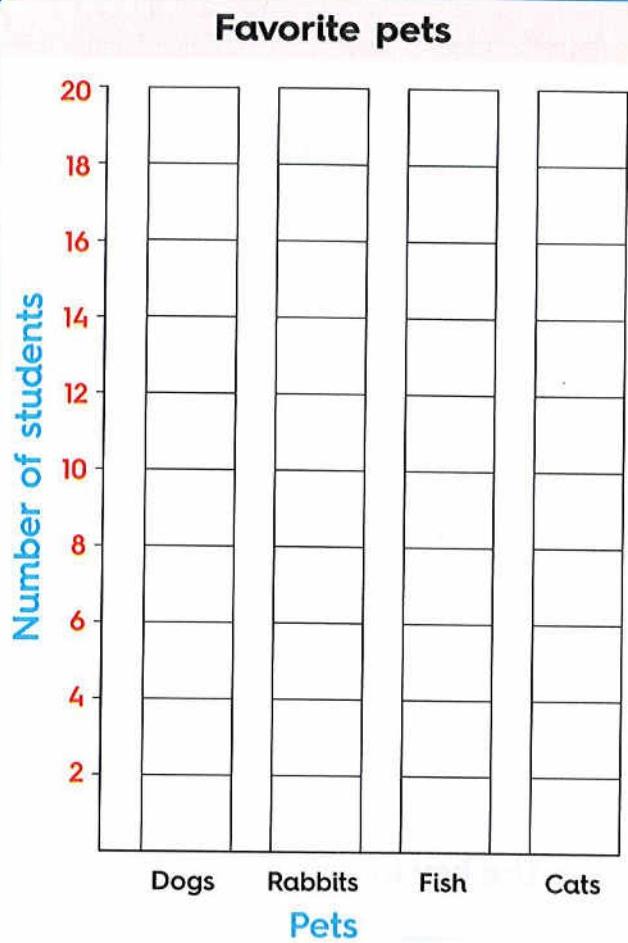
Check

Use the pictograph to color the bar graph.

Favorite pets	
Dogs	8
Rabbits	5
Fish	4
Cats	6

Key

= 2 votes



Answer the questions :

- How many students liked fish ? _____
- How many students liked dogs ? _____
- How many students in all liked rabbits and cats ? _____
- How many more students liked rabbits more than fish ? _____
- Which pet is liked the most ? _____
- Which pet is liked the least ? _____

Help your child make the bar graph and make sure that your child stands halfway between 2 numbers when he/she represents any odd number.

Exercise

5

Pictograph

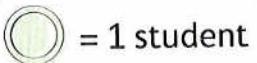
On Lessons 9 & 10

- 1** Use the key in pictograph to write the numbers in the table.

Favorite lunch	
Soup	○ ○ ○ ○ ○ ○ ○
Salad	○ ○ ○
Pizza	○ ○ ○ ○ ○ ○ ○ ○
Spaghetti	○ ○ ○ ○ ○
Sandwich	○ ○ ○ ○ ○ ○

Favorite lunch	
Food	Number
Soup	
Salad	
Pizza	
Spaghetti	
Sandwich	

Key



= 1 student

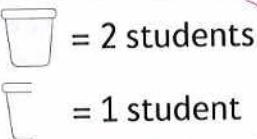


- 2** Use the key in pictograph to write the numbers in the table.

Favorite juice	
Grapes	cup cup cup cup cup cup
Orange	cup cup cup cup cup cup cup
Strawberry	cup cup cup cup cup
Mango	cup cup cup cup
Pineapple	cup cup cup cup cup cup

Favorite juice	
Flavor	Number
Grapes	
Orange	
Strawberry	
Mango	
Pineapple	

Key



= 2 students

 = 1 student

3 Use the pictograph and its key to answer the questions.

Favorite kind of books we like								
Cartoon								
Coloring								
Picture								
Animal								

Key

	= 2 students
	= 1 student

- How many students liked cartoon books best ? _____
- How many students liked coloring books best ? _____
- How many students liked picture books best ? _____
- How many students liked animal books best ? _____
- Which kind of books is liked the most ? _____
- Which kind of books is liked the least ? _____
- How many more students liked cartoon books than coloring books ? _____
- How many students in all liked picture books and animal books ? _____

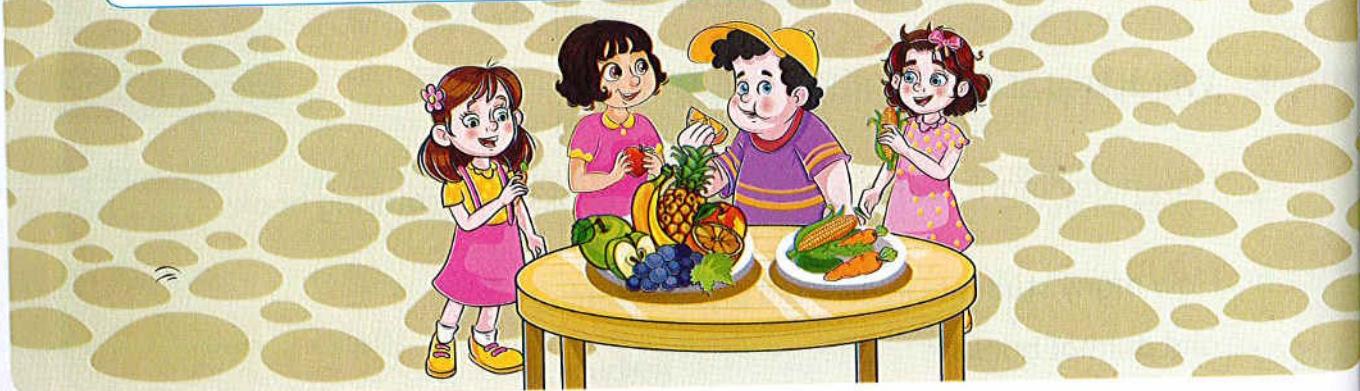
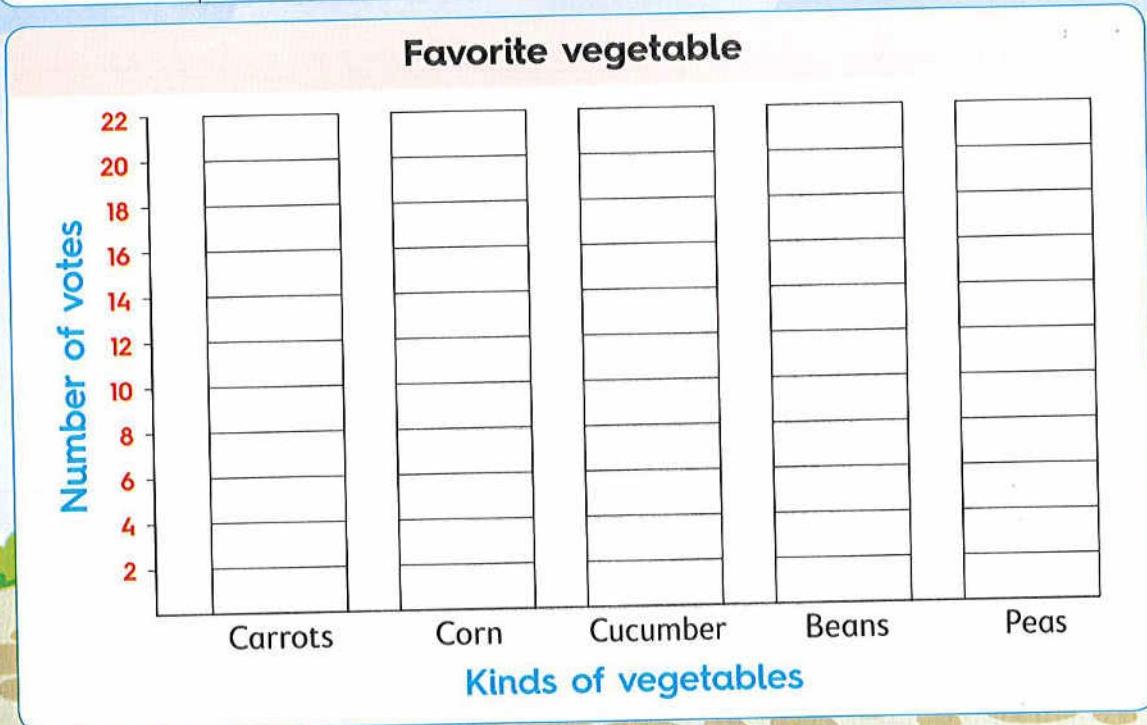


4 Convert the same information from the pictograph into a bar graph.

Favorite vegetable	
Carrots	6
Corn	3
Cucumber	4
Beans	2
Peas	5

Key

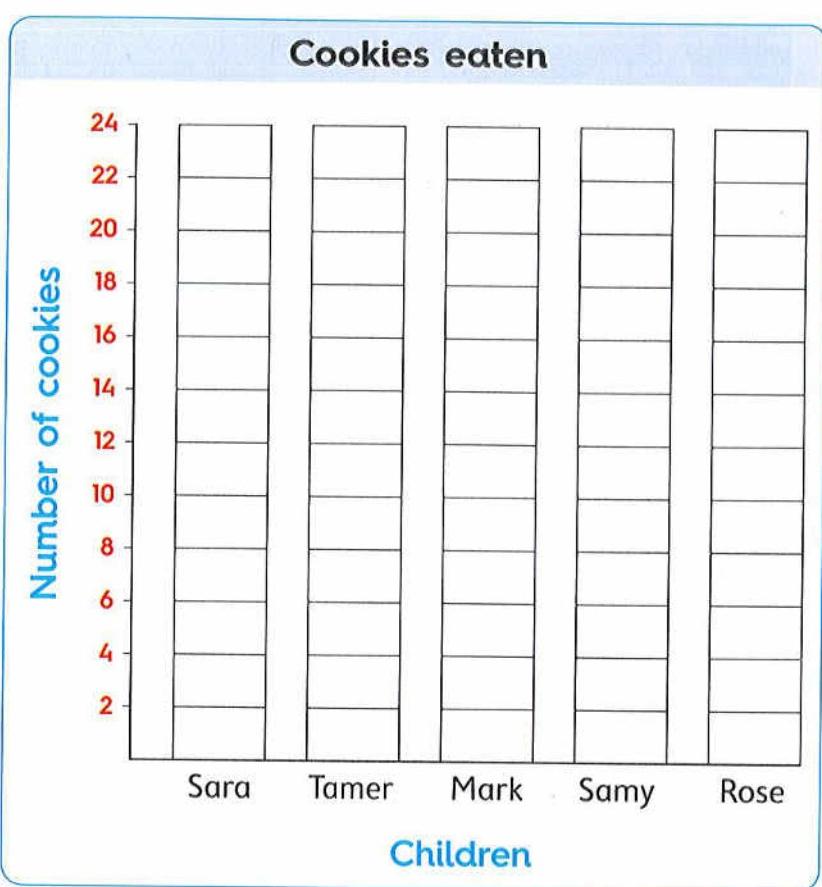
2 votes
1 vote



5 Convert the same information from the pictograph into a bar graph, then answer the questions.

Cookies eaten	
Sara	5
Tamer	3
Mark	3
Samy	4
Rose	6

Key

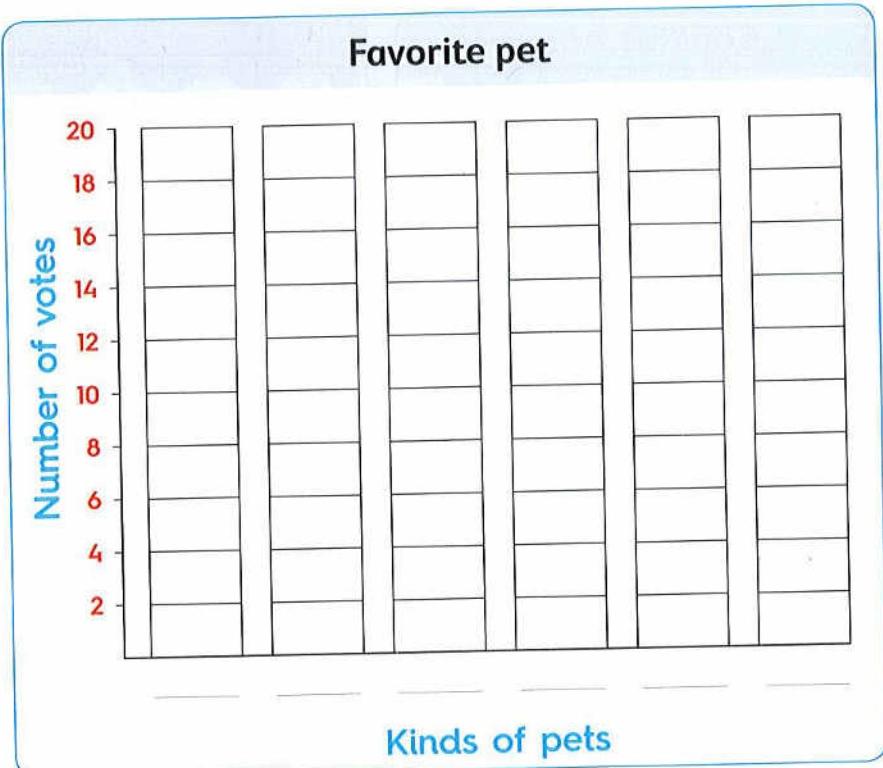
 = 2 cookies
 = 1 cookie
 

- Who did eat the most number of cookies ? _____
- Who did eat the least number of cookies ? _____
- How many more cookies did Rose eat than Tamer ? _____
- How many cookies did Mark and Samy eat in all ? _____
- How many cookies did Tamer and Rose eat in all ? _____
- How many more cookies did Sara eat than Mark ? _____
- How many cookies did Sara, Tamer and Mark eat in all ? _____



- 6** Convert the same information from the pictograph into a bar graph, then answer the questions.

Favorite pet	
Fish	10 hearts (5 groups of 2)
Cats	10 hearts (5 groups of 2)
Dogs	10 hearts (5 groups of 2)
Turtles	4 hearts (2 groups of 2)
Birds	8 hearts (4 groups of 2)
Hamsters	1 heart



Key

2 hearts	= 2 votes
1 heart	= 1 vote

1. Use the bar graph to complete using $>$, $=$ or $<$.



- a. Number of students who liked cats Number of students who liked turtles
- b. Number of students who liked fish Number of students who liked birds
- c. Number of students who liked hamsters Number of students who liked dogs
- d. Number of students who liked dogs Number of students who liked birds
- e. Number of students who liked turtles Number of students who liked hamsters
- f. Number of students who liked fish Number of students who liked cats

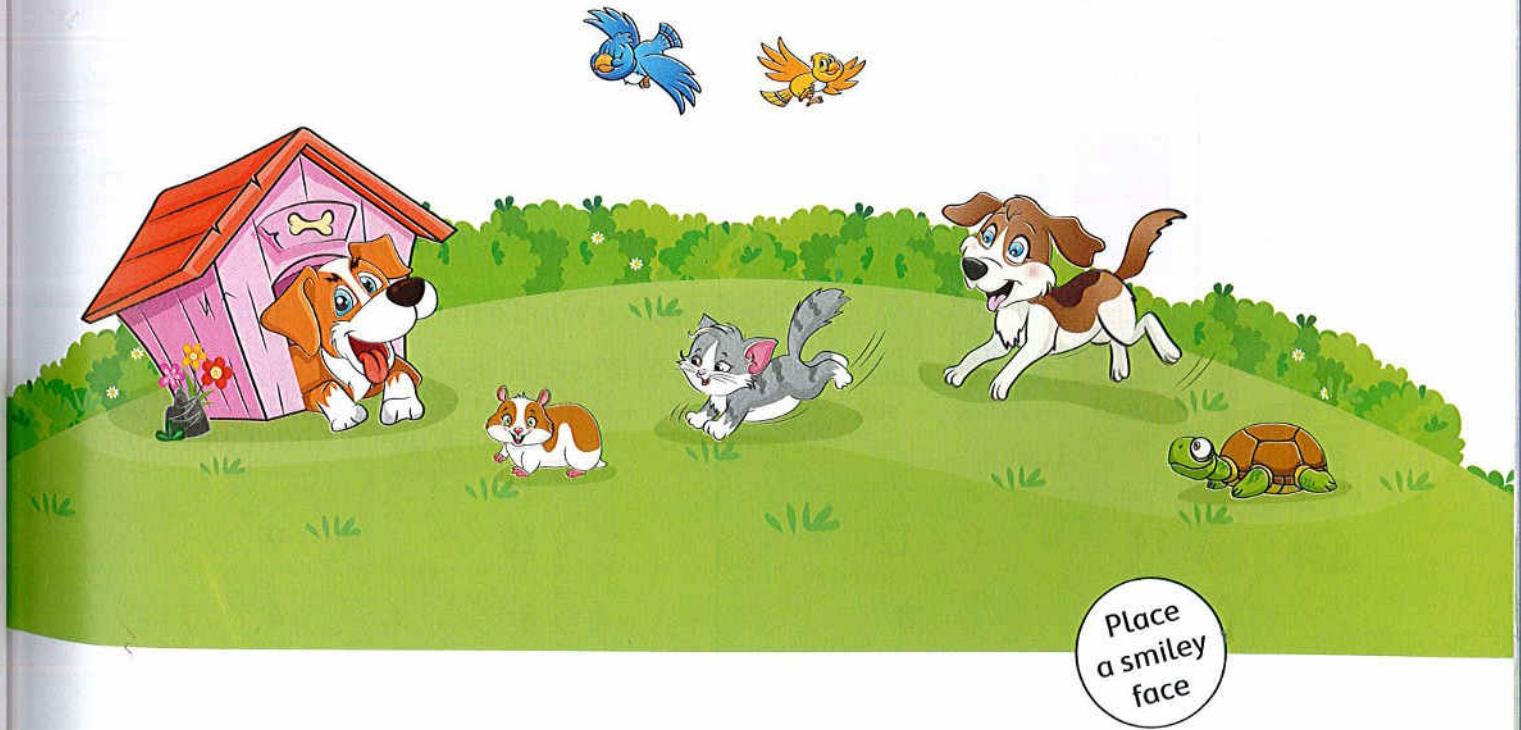
2. Use the bar graph to answer the questions.

- a. How many students liked cats ? _____
- b. How many students liked turtles ? _____
- c. How many students liked fish and hamsters ? _____
- d. How many students liked dogs and birds ? _____
- e. How many more students liked cats than fish ? _____
- f. How many more students liked dogs than turtles ? _____
- g. How many students liked turtles, birds and hamsters altogether ? _____



3. Use the bar graph to write (✓) to the correct statement and (✗) to the incorrect statement.

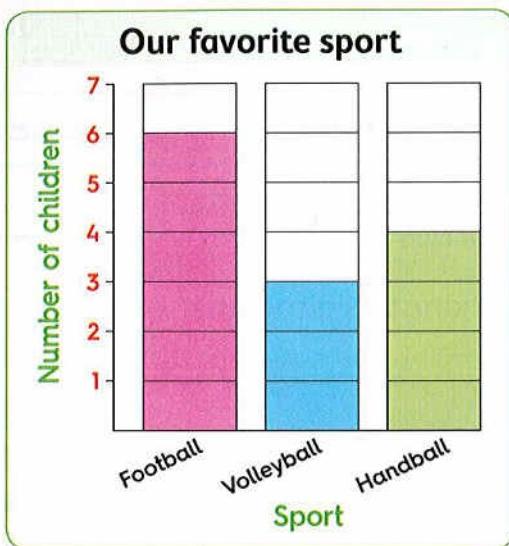
- a. The number of students who liked dogs is 9. ()
- b. The number of students who liked cats and dogs altogether is 34. ()
- c. The number of students who liked fish is more than the number of students who liked birds by 1. ()



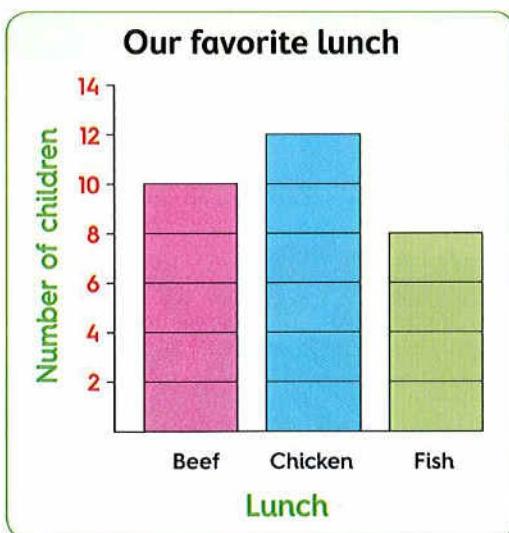


Assessment Chapter 1

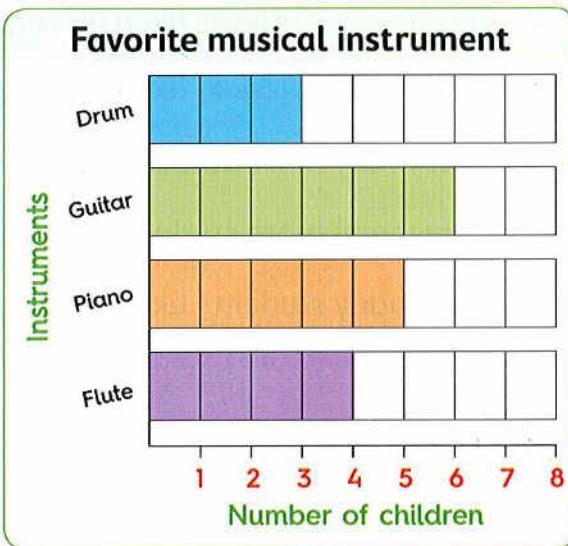
- 1** Use the bar graph. How many more children chose football than handball?

 2 3 4 6

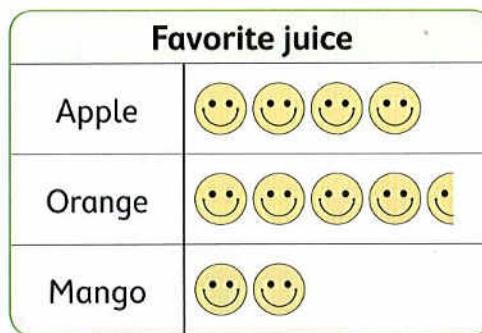
- 3** Use the bar graph. How many children chose chicken as their favorite lunch?

 14 12 10 8

- 2** Use the graph. Which instrument of music did the most children choose?

 Drum Guitar Piano Flute

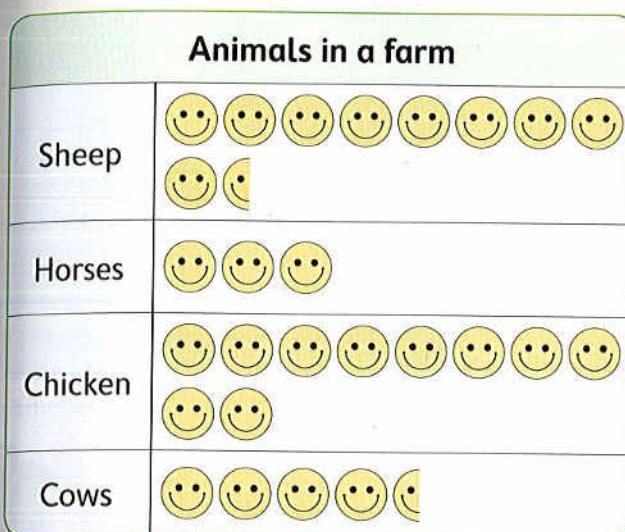
- 4** Use the pictograph. How many children like orange juice best?



Key = 2 children

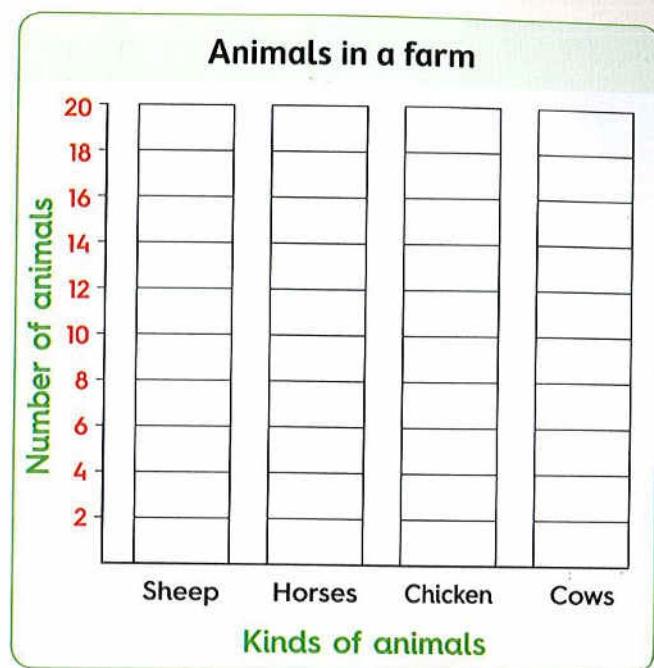
 10 9 8 4

5 Use pictograph to color the bar graph.



Key

= 2 animals
 = 1 animal



1. From the graphs , write $>$, $=$ or $<$.

- a. Number of sheep in the farm Number of chicken in the farm
- b. Number of cows in the farm Number of horses in the farm
- c. Number of chicken in the farm Number of cows in the farm

2. From the graphs , answer the questions.

- a. What is the number of chicken in the farm ? _____
- b. What is the difference between the number of cows and the number of horses in the farm ? _____
- c. How many sheep and chicken in the farm ? _____



2

CHAPTER



Outcomes and key vocabulary of chapter two

Lessons 11 & 12

Outcomes :

- Participate in calendar math activities.
- Apply the mental math strategy of adding doubles.
- Apply the mental math strategy of counting on from the bigger number to add.

- Apply the mental math strategy of counting on from the smaller number to subtract.
- Solve addition and subtraction problems.

Key vocabulary :

- | | | |
|------------|---------------|---------------|
| • Calendar | • Doubles | • Mental math |
| • Smaller | • Counting on | |

- | | | |
|------------|-------|----------|
| • Strategy | • Sum | • Bigger |
|------------|-------|----------|

Lessons 13 & 14

Outcomes :

- Participate in calendar math activities.
- Solve addition and subtraction problems.
- Apply the mental math strategy of making tens to add or subtract.

- Apply the mental math strategy of adding or subtracting 10.

Key vocabulary :

- | | | | | | |
|------------|---------------|------------|----------|--------------|-----------|
| • Calendar | • Mental math | • Strategy | • Column | • Difference | • Pattern |
| • Row | • Addend | | | | |

Lessons 15 & 16

Outcomes :

- Participate in calendar math activities.
- Apply mental math strategies to solve addition story problems.

- Apply mental math strategies to solve subtraction story problems.

Key vocabulary :

- | | | | | | |
|------------|-----------|---------------|------------|-------|-----------------|
| • Calendar | • Doubles | • Mental math | • Strategy | • Sum | • Story problem |
|------------|-----------|---------------|------------|-------|-----------------|

Lessons 17 : 20

Outcomes :

- Participate in calendar math activities.
- Solve addition problems to find a missing addend.
- Apply mental math strategies to solve addition problems.
- Solve subtraction problems to find a missing subtrahend.

- Apply mental math strategies to solve subtraction problems.
- Solve problems to find a missing addend or subtrahend.
- Apply mental math strategies to add 1-digit number to 2-digit number.

Key vocabulary :

- | | | | | |
|---------------|------------|----------|-----------|--------------|
| • Mental math | • Strategy | • Addend | • Unknown | • Subtrahend |
|---------------|------------|----------|-----------|--------------|

Lessons 11 & 12

- Doubles - Doubles plus one
- Counting on to add and subtract

Learn

Doubles fact



$$1 \text{ eye} + 1 \text{ eye} = 2 \text{ eyes}$$

Sometimes the number in each group is the same. That is called a double.



$$6 \text{ crayons} + 6 \text{ crayons} = 12 \text{ crayons}$$



$$2 \text{ legs} + 2 \text{ legs} = 4 \text{ legs}$$

May						
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

$$7 \text{ days} + 7 \text{ days} = 14 \text{ days}$$



$$3 \text{ flowers} + 3 \text{ flowers} = 6 \text{ flowers}$$



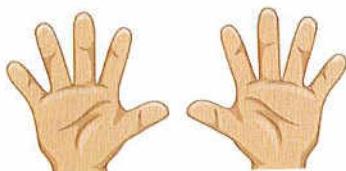
$$8 \text{ pieces} + 8 \text{ pieces} = 16 \text{ pieces}$$



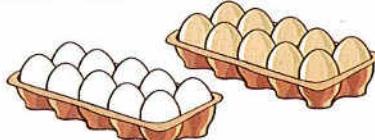
$$4 \text{ legs} + 4 \text{ legs} = 8 \text{ legs}$$



$$9 \text{ books} + 9 \text{ books} = 18 \text{ books}$$



$$5 \text{ fingers} + 5 \text{ fingers} = 10 \text{ fingers}$$

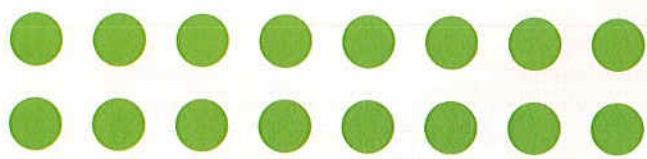


$$10 \text{ eggs} + 10 \text{ eggs} = 20 \text{ eggs}$$

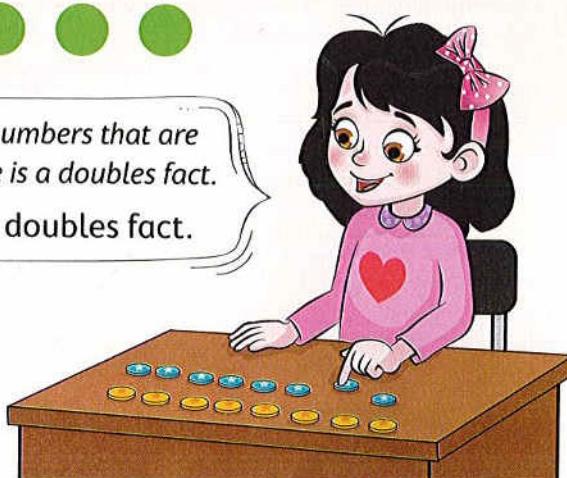
Learn

$$\begin{array}{r}
 8 \\
 + 8 \\
 \hline
 16
 \end{array}$$

16 is the double of 8



When you add two numbers that are the same, the sentence is a doubles fact.
 $8 + 8 = 16$ is a doubles fact.



Check

Add. Write the sums.

$$\begin{array}{r}
 2 \\
 + 2 \\
 \hline
 \quad
 \end{array}$$

$$\begin{array}{r}
 10 \\
 + 10 \\
 \hline
 \quad
 \end{array}$$

$$\begin{array}{r}
 7 \\
 + 7 \\
 \hline
 \quad
 \end{array}$$

$$\begin{array}{r}
 4 \\
 + 4 \\
 \hline
 \quad
 \end{array}$$

$$3 + 3 = \underline{\quad}$$



$$5 + 5 = \underline{\quad}$$



$$9 + 9 = \underline{\quad}$$

$$1 + 1 = \underline{\quad}$$

$$8 + 8 = \underline{\quad}$$

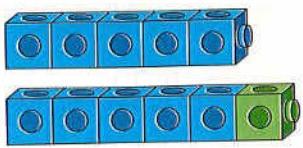
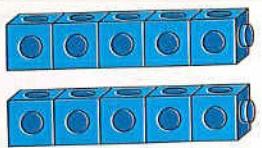


$$6 + 6 = \underline{\quad}$$

* Ask your child to give you one example of a doubles fact ($3 + 3 = 6$) and one example of an addition sentence that is not a doubles fact ($3 + 5 = 8$).

Learn

Doubles plus one



$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 5 \\ + 6 \\ \hline 11 \end{array}$$

$5 + 5 = 10$ is
a doubles fact.

$5 + 6 = 11$ is
a doubles plus one fact.

$5 + 5 = 10$
is a doubles fact.
 $5 + 6 = 11$
is a doubles plus one fact.



Check

Write the sums.

6	6
$\underline{+ 6}$	$\underline{+ 7}$

3	3
$\underline{+ 3}$	$\underline{+ 4}$

8	8
$\underline{+ 8}$	$\underline{+ 9}$

2	3
$\underline{+ 2}$	$\underline{+ 2}$

9	10
$\underline{+ 9}$	$\underline{+ 9}$

4	5
$\underline{+ 4}$	$\underline{+ 4}$

5	6
$\underline{+ 5}$	$\underline{+ 5}$

7	7
$\underline{+ 7}$	$\underline{+ 8}$

0	0
$\underline{+ 0}$	$\underline{+ 1}$

- Have your child tell you the doubles facts and the doubles plus one facts for 3 as $3 + 3 = 6$, so $3 + 4 = 7$
- Your child can think $3 + 4$ as $(3 + 3 = 6$ plus $1 = 7)$ or $(4 + 4 = 8$ minus $1 = 7)$.

Learn Counting on to add

Count on to find the sum. Start with the greater number to make counting easier.

What is **8 + 2** ?

Say 8
Count on 2 more.
9, 10
The sum is 10

$$\begin{array}{r} 8 \\ + 2 \\ \hline 10 \end{array}$$

What is **4 + 12** ?

Say 12
Count on 4 more.
13, 14, 15, 16
The sum is 16

$$\begin{array}{r} 4 \\ + 12 \\ \hline 16 \end{array}$$

When you add, the answer is called the sum.



Check

Circle the greater number. Count on to find the sum.

6

$$\begin{array}{r} + 2 \\ \hline \end{array}$$

8

5

$$\begin{array}{r} + 8 \\ \hline \end{array}$$

9

$$\begin{array}{r} + 3 \\ \hline \end{array}$$

4

$$\begin{array}{r} + 7 \\ \hline \end{array}$$

5

$$\begin{array}{r} + 2 \\ \hline \end{array}$$

8

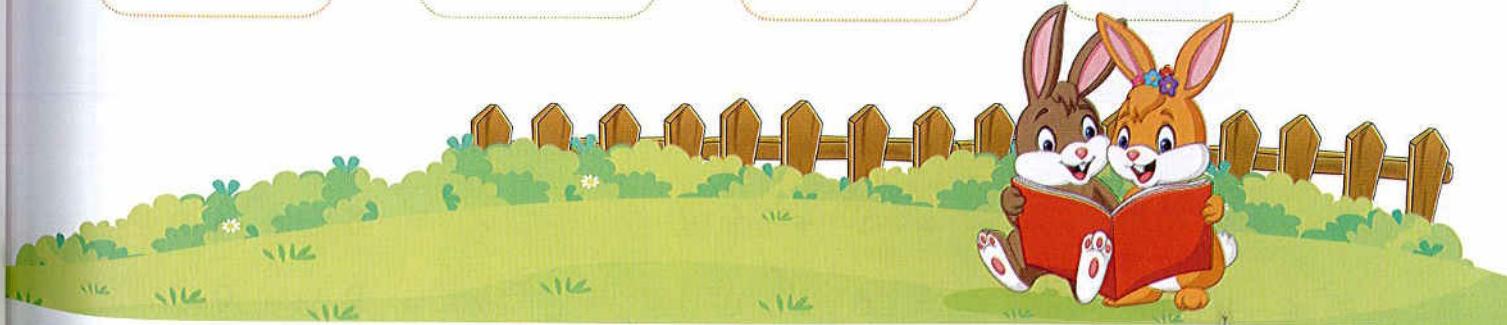
$$\begin{array}{r} + 9 \\ \hline \end{array}$$

12

$$\begin{array}{r} + 7 \\ \hline \end{array}$$

9

$$\begin{array}{r} + 10 \\ \hline \end{array}$$



- When you count on to find the sum, your child can start with the smaller number, but it is easier to start with the greater one.

Learn Counting on to subtract

Count on to find the **difference**. Start with the smaller number.

What is $7 - 4$?

Use your fingers to count on after **4** to reach **7**.



$$\begin{array}{r} 7 \\ - 4 \\ \hline 3 \end{array}$$

When you subtract,
the answer is called
the difference.



Check

Circle the smaller number. Count on to find the difference.

$$\begin{array}{r} 9 \\ - 5 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 12 \\ - 7 \\ \hline \end{array}$$

8
<u> </u> <u> </u>

$$\begin{array}{r} 10 \\ - 5 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ - 9 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$$

$$\begin{array}{r} 22 \\ - 12 \\ \hline \end{array}$$

Notes for parents

- Your child also can count back to find the difference $7 - 4$. Start with the greater number 7 and count 4 backwards (6, 5, 4, 3), the answer is 3.

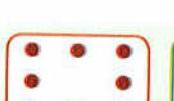
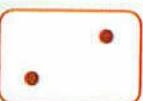
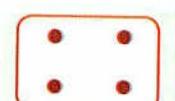
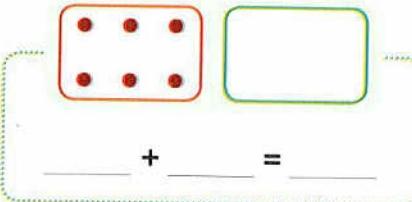
Exercise

6

- Doubles - Doubles plus one
- Counting on to add and subtract

On Lessons 11 & 12

- 1 Draw dots to make these doubles. Write the number sentence.

 $3 + 3 = 6$		
 $1 + 1 = 2$	 $6 + 6 = 12$	 $6 + 6 = 12$
 $2 + 2 = 4$	 $4 + 4 = 8$	 $4 + 4 = 8$
 $5 + 5 = 10$		

- 2 Use the doubles fact to find the answer.

a. $3 + 3 = \underline{\hspace{2cm}}$

c. $4 + 4 = \underline{\hspace{2cm}}$

e. $10 + 10 = \underline{\hspace{2cm}}$

g. $8 + 8 = \underline{\hspace{2cm}}$

i. $9 + 9 = \underline{\hspace{2cm}}$

b. $7 + 7 = \underline{\hspace{2cm}}$

d. $5 + 5 = \underline{\hspace{2cm}}$

f. $1 + 1 = \underline{\hspace{2cm}}$

h. $2 + 2 = \underline{\hspace{2cm}}$

j. $6 + 6 = \underline{\hspace{2cm}}$





3 Use doubles plus one strategy to find the answer.

a. $5 + 5 = \underline{\quad}$ so, b. $4 + 4 = \underline{\quad}$ so, c. $7 + 7 = \underline{\quad}$ so,
 $5 + 6 = \underline{\quad}$ $4 + 5 = \underline{\quad}$ $8 + 7 = \underline{\quad}$

d. $9 + 9 = \underline{\quad}$ so, e. $6 + 6 = \underline{\quad}$ so, f. $8 + 8 = \underline{\quad}$ so,
 $9 + 10 = \underline{\quad}$ $7 + 6 = \underline{\quad}$ $9 + 8 = \underline{\quad}$

g. $2 + 2 = \underline{\quad}$ so, h. $3 + 3 = \underline{\quad}$ so, i. $10 + 10 = \underline{\quad}$ so,
 $2 + 3 = \underline{\quad}$ $3 + 4 = \underline{\quad}$ $11 + 10 = \underline{\quad}$

4 Count on to add each of the following.

a. $7 + 2 = \underline{\quad}$

d. $14 + 7 = \underline{\quad}$

g. $5 + 8 = \underline{\quad}$

j. $13 + 2 = \underline{\quad}$

m. $7 + 3 = \underline{\quad}$

b. $8 + 4 = \underline{\quad}$

e. $12 + 5 = \underline{\quad}$

h. $9 + 10 = \underline{\quad}$

k. $15 + 4 = \underline{\quad}$

n. $9 + 6 = \underline{\quad}$

c. $11 + 5 = \underline{\quad}$

f. $7 + 7 = \underline{\quad}$

i. $4 + 7 = \underline{\quad}$

l. $9 + 7 = \underline{\quad}$

o. $8 + 3 = \underline{\quad}$

5 Count on to subtract each of the following.

a. $9 - 3 = \underline{\quad}$

d. $10 - 2 = \underline{\quad}$

g. $18 - 5 = \underline{\quad}$

j. $11 - 7 = \underline{\quad}$

b. $15 - 6 = \underline{\quad}$

e. $13 - 5 = \underline{\quad}$

h. $16 - 7 = \underline{\quad}$

k. $17 - 9 = \underline{\quad}$

c. $14 - 7 = \underline{\quad}$

f. $16 - 9 = \underline{\quad}$

i. $18 - 2 = \underline{\quad}$

l. $15 - 1 = \underline{\quad}$



6 Write (✓) to the correct statement and (✗) to the incorrect statement.

a. $5 + 5 = 10$

()

b. $7 + 6 = 14$

()

c. $5 + 13 = 17$

()

d. $9 + 9 = 18$

()

e. $4 + 7 = 11$

()

f. $17 - 5 = 12$

()

g. $14 - 7 = 6$

()

h. $10 + 10 = 20$

()

7 Choose the correct answer.

a. $7 + 7 = \underline{\quad}$

(9 or 14 or 15)

b. $8 + 9 = \underline{\quad}$

(17 or 18 or 19)

c. $5 + 9 = \underline{\quad}$

(4 or 14 or 15)

d. $9 + \underline{\quad} = 18$

(9 or 10 or 18)

e. $19 - 2 = \underline{\quad}$

(15 or 17 or 18)

f. $5 + \underline{\quad} = 10$

(4 or 5 or 7)

g. $12 - 4 = \underline{\quad}$

(5 or 6 or 8)



8 Match.

a. $13 - 7 = \underline{\quad}$

• 16

b. $8 + 8 = \underline{\quad}$

• 18

c. $11 + 7 = \underline{\quad}$

• 6

d. $7 + 6 = \underline{\quad}$

• 13



Place
a smiley
face

Lessons 13 & 14

Adding or subtracting

Learn Adding 10

Add $26 + 10$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

To
31

Start at **26**
and count **10** forward,
you will reach **36**.
You moved down one
row.

$$\begin{array}{r}
 26 \\
 + 10 \\
 \hline
 36
 \end{array}$$



- From the previous, notice that when you **add 10**, the digit in ones place doesn't change, and the digit in tens place increases by 1.

For example:

$$\begin{array}{r}
 38 \\
 + 10 \\
 \hline
 48
 \end{array}$$

$$\begin{array}{r}
 25 \\
 + 10 \\
 \hline
 35
 \end{array}$$

$$\begin{array}{r}
 20 \\
 + 10 \\
 \hline
 30
 \end{array}$$



Check

Add.

$$\begin{array}{r}
 27 \\
 + 10 \\
 \hline
 \quad
 \end{array}$$

$$\begin{array}{r}
 29 \\
 + 10 \\
 \hline
 \quad
 \end{array}$$

$$\begin{array}{r}
 10 \\
 + 44 \\
 \hline
 \quad
 \end{array}$$

$$\begin{array}{r}
 6 \\
 + 10 \\
 \hline
 \quad
 \end{array}$$

$$\begin{array}{r}
 10 + 15 = \underline{\quad}
 \end{array}$$

$$\begin{array}{r}
 23 + 10 = \underline{\quad}
 \end{array}$$

Notes for parents

- Help your child use the numbers chart to solve the addition problems in this page.

Learn Subtracting 10

Subtract 26 - 10

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
To 20	21	22	23	24	25	26	27	28	29
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Start at **26**
and count **10** backward,
you will reach **16**.
You moved up one row.

$$\begin{array}{r}
 26 \\
 - 10 \\
 \hline
 16
 \end{array}$$



- From the previous, notice that when you **subtract 10**, the digit in ones place doesn't change, and the digit in tens place decreases by 1.

For example:

$$\begin{array}{r}
 25 \\
 - 10 \\
 \hline
 15
 \end{array}$$

$$\begin{array}{r}
 49 \\
 - 10 \\
 \hline
 39
 \end{array}$$

$$\begin{array}{r}
 16 \\
 - 10 \\
 \hline
 6
 \end{array}$$



Check

Subtract.

$$\begin{array}{r}
 23 \\
 - 10 \\
 \hline
 \underline{\quad}
 \end{array}$$

$$\begin{array}{r}
 77 \\
 - 10 \\
 \hline
 \underline{\quad}
 \end{array}$$

$$\begin{array}{r}
 58 \\
 - 10 \\
 \hline
 \underline{\quad}
 \end{array}$$

$$\begin{array}{r}
 82 \\
 - 10 \\
 \hline
 \underline{\quad}
 \end{array}$$

$$\begin{array}{r}
 43 - 10 = \underline{\quad} \\
 10 - 10 = \underline{\quad}
 \end{array}$$

- Help your child use the numbers chart to solve the subtraction problems in this page.

Remember the components of 10



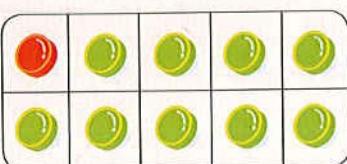
$$10 + 0 = 10$$



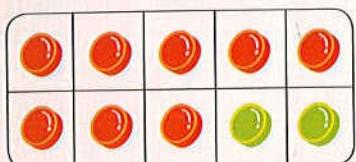
$$0 + 10 = 10$$



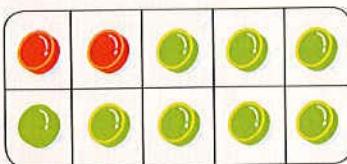
$$9 + 1 = 10$$



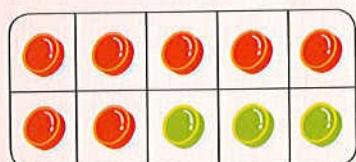
$$1 + 9 = 10$$



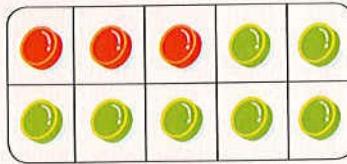
$$8 + 2 = 10$$



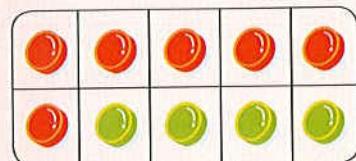
$$2 + 8 = 10$$



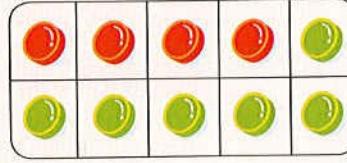
$$7 + 3 = 10$$



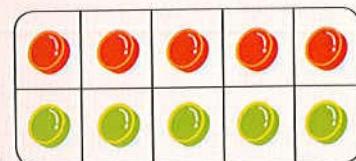
$$3 + 7 = 10$$



$$6 + 4 = 10$$



$$4 + 6 = 10$$



$$5 + 5 = 10$$

Components of 10
help you make a 10
to add and subtract.



Check

Find all ways to make a 10.

$$\bullet 7 + \underline{\quad} = 10$$

$$\bullet 4 + \underline{\quad} = 10$$

$$\bullet 5 + \underline{\quad} = 10$$

$$\bullet \underline{\quad} + 2 = 10$$

$$\bullet \underline{\quad} + 3 = 10$$

$$\bullet \underline{\quad} + 6 = 10$$

$$\bullet \underline{\quad} + 1 = 10$$

$$\bullet 8 + \underline{\quad} = 10$$

$$\bullet 9 + \underline{\quad} = 10$$

Learn Make a 10 to add

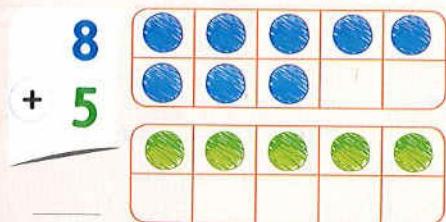
You make a 10
and have 3 extra.

Find the sum of $8 + 5$

First way

Show **8**.

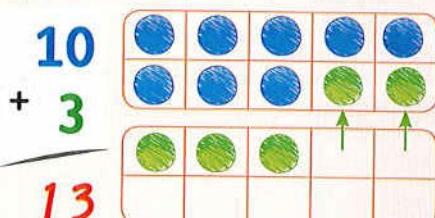
Then show **5**.



Make a ten.

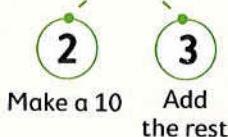
8 is close to **10**

Move **2** counters into the ten frame.



Second way

$$8 + 5$$



Break apart the **5**.
Use 2 to make a ten.

$$8 + 2 = 10 \text{ and } 10 + 3 = 13$$

$$\text{So, } 8 + 5 = 13$$



Check

Make a ten to add.

$$7 + 4$$

$$10 + \underline{\quad} = \underline{\quad}$$

$$8 + 6$$

$$10 + \underline{\quad} = \underline{\quad}$$

$$9 + 7$$

$$10 + \underline{\quad} = \underline{\quad}$$

$$3 + 8$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$7 + 9$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$5 + 7$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Ask your child how to make a ten when adding $7+4$.

Learn Make a 10 to subtract

Find the difference of $14 - 6$.

$$14 - 6$$

4

2

Make a ten

Add the rest

Break apart the 6.
Use 4 to make a ten.



$$14 - 4 = 10 \text{ and } 10 - 2 = 8$$

$$\text{So, } 14 - 6 = 8$$



Check

Make a ten to subtract.

$$15 - 7 = \underline{\quad}$$

5 2

$$17 - 8 = \underline{\quad}$$

7 1

$$18 - 9 = \underline{\quad}$$

8 1

$$11 - 5 = \underline{\quad}$$

1 4

$$12 - 5 = \underline{\quad}$$

$$14 - 9 = \underline{\quad}$$

$$16 - 9 = \underline{\quad}$$

$$13 - 5 = \underline{\quad}$$

$$15 - 8 = \underline{\quad}$$

- Make a 10 to subtract, this way is used when the units digit of the first number is less than the units digit in the second one.

Exercise

7

Adding or subtracting

On Lessons 13 & 14

1 Add.

a. $35 + 10 =$ _____

d. $84 + 10 =$ _____

g. $37 + 10 =$ _____

j. $17 + 10 =$ _____

m. $29 + 10 =$ _____

b. $42 + 10 =$ _____

e. $21 + 10 =$ _____

h. $50 + 10 =$ _____

k. $39 + 10 =$ _____

n. $80 + 10 =$ _____

c. $75 + 10 =$ _____

f. $19 + 10 =$ _____

i. $67 + 10 =$ _____

l. $71 + 10 =$ _____

o. $47 + 10 =$ _____

2 Subtract.

a. $78 - 10 =$ _____

d. $99 - 10 =$ _____

g. $17 - 10 =$ _____

j. $19 - 10 =$ _____

m. $91 - 10 =$ _____

b. $24 - 10 =$ _____

e. $71 - 10 =$ _____

h. $49 - 10 =$ _____

k. $37 - 10 =$ _____

n. $62 - 10 =$ _____

c. $38 - 10 =$ _____

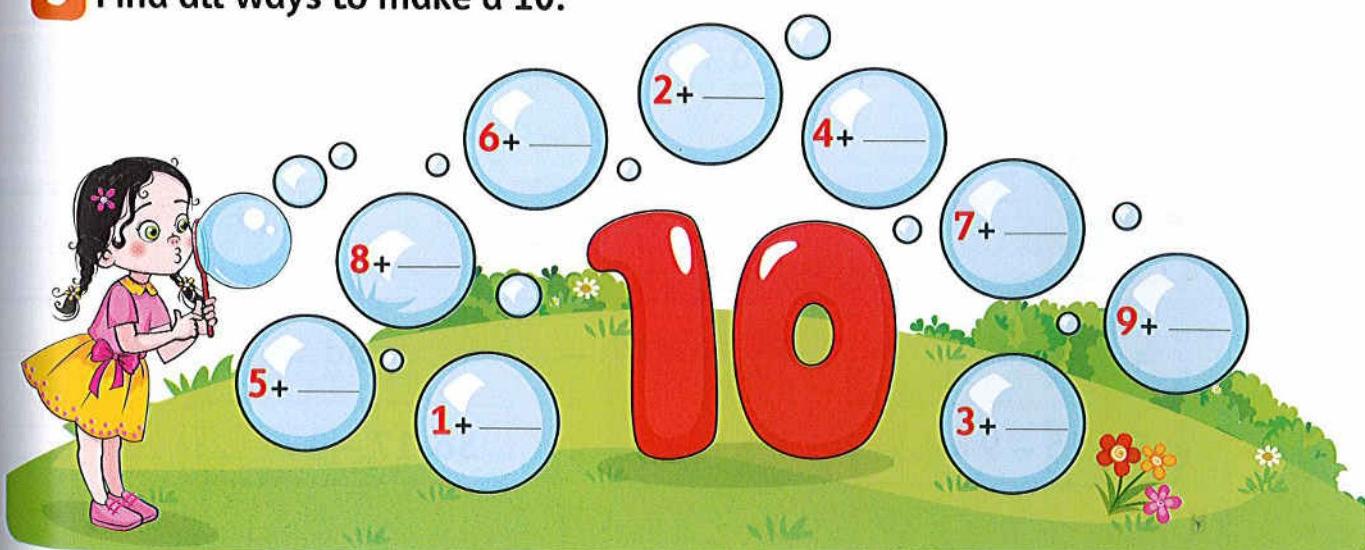
f. $87 - 10 =$ _____

i. $51 - 10 =$ _____

l. $45 - 10 =$ _____

o. $23 - 10 =$ _____

3 Find all ways to make a 10.



4 Make a ten to add. The first one is done for you.

a.

$$7 + 4$$



$$7 + \underline{3} = 10 \text{ and } \underline{10} + \underline{1} = 11$$

$$\text{So, } 7 + 4 = \underline{\underline{11}}$$

b.

$$6 + 7$$



$$6 + \underline{\quad} = \underline{\quad} \text{ and } \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\text{So, } 6 + 7 = \underline{\underline{\quad}}$$

c.

$$4 + 9$$



$$\underline{\quad} + 9 = \underline{\quad} \text{ and } \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\text{So, } 4 + 9 = \underline{\underline{\quad}}$$

d.

$$8 + 6$$



$$8 + \underline{\quad} = \underline{\quad} \text{ and } \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\text{So, } 8 + 6 = \underline{\underline{\quad}}$$

5 Make a ten to subtract. The first one is done for you.

a.

$$16 - 7$$



$$16 - \underline{6} = 10 \text{ and } \underline{10} - \underline{1} = 9$$

$$\text{So, } 16 - 7 = \underline{\underline{9}}$$

b.

$$13 - 5$$



$$13 - \underline{\quad} = \underline{\quad} \text{ and } \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\text{So, } 13 - 5 = \underline{\underline{\quad}}$$

c.

$$15 - 9$$



$$15 - \underline{\quad} = \underline{\quad} \text{ and } \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\text{So, } 15 - 9 = \underline{\underline{\quad}}$$

d.

$$17 - 9$$



$$17 - \underline{\quad} = \underline{\quad} \text{ and } \underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\text{So, } 17 - 9 = \underline{\underline{\quad}}$$

6 Make a ten to add.



a.

$$\begin{array}{c} 8 + 5 \\ \boxed{ } \\ \textcircled{2} \quad \textcircled{3} \end{array}$$

$$10 + \underline{\quad} = \underline{\quad}$$

b.

$$\begin{array}{c} 7 + 6 \\ \boxed{ } \\ \textcircled{3} \quad \textcircled{3} \end{array}$$

$$10 + \underline{\quad} = \underline{\quad}$$

c.

$$\begin{array}{c} 6 + 6 \\ \boxed{ } \\ \textcircled{4} \quad \textcircled{2} \end{array}$$

$$10 + \underline{\quad} = \underline{\quad}$$

d.

$$\begin{array}{c} 9 + 3 \\ \boxed{ } \\ \textcircled{1} \quad \textcircled{2} \end{array}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

e.

$$\begin{array}{c} 8 + 4 \\ \boxed{ } \\ \textcircled{2} \quad \textcircled{2} \end{array}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

f.

$$\begin{array}{c} 9 + 6 \\ \boxed{ } \\ \textcircled{1} \quad \textcircled{5} \end{array}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

g.

$$\begin{array}{c} 8 + 7 \\ \boxed{ } \\ \textcircled{\quad} \quad \textcircled{\quad} \end{array}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

h.

$$\begin{array}{c} 6 + 5 \\ \boxed{ } \\ \textcircled{\quad} \quad \textcircled{\quad} \end{array}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

i.

$$\begin{array}{c} 7 + 5 \\ \boxed{ } \\ \textcircled{\quad} \quad \textcircled{\quad} \end{array}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

j.

$$\begin{array}{c} 9 + 7 \\ \boxed{ } \\ \textcircled{\quad} \quad \textcircled{\quad} \end{array}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

k.

$$\begin{array}{c} 8 + 3 \\ \boxed{ } \\ \textcircled{\quad} \quad \textcircled{\quad} \end{array}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

l.

$$\begin{array}{c} 7 + 4 \\ \boxed{ } \\ \textcircled{\quad} \quad \textcircled{\quad} \end{array}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

m.

$$\begin{array}{c} 9 + 8 \\ \boxed{ } \\ \textcircled{\quad} \quad \textcircled{\quad} \end{array}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

n.

$$\begin{array}{c} 8 + 6 \\ \boxed{ } \\ \textcircled{\quad} \quad \textcircled{\quad} \end{array}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

o.

$$\begin{array}{c} 7 + 7 \\ \boxed{ } \\ \textcircled{\quad} \quad \textcircled{\quad} \end{array}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

p.

$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

q.

$$\begin{array}{r} 8 \\ + 4 \\ \hline \end{array}$$

r.

$$\begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

7 Make a ten to subtract.

a. $12 - 5 =$ _____

d. $13 - 7 =$ _____

g. $17 - 9 =$ _____

j. $15 - 9 =$ _____

m. $13 - 8 =$ _____

b. $17 - 8 =$ _____

e. $14 - 5 =$ _____

h. $18 - 9 =$ _____

k. $16 - 8 =$ _____

n. $11 - 7 =$ _____

c. $15 - 7 =$ _____

f. $16 - 7 =$ _____

i. $12 - 7 =$ _____

l. $14 - 8 =$ _____

o. $13 - 4 =$ _____

p.
$$\begin{array}{r} 15 \\ - 6 \\ \hline \end{array}$$

q.
$$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$$

r.
$$\begin{array}{r} 11 \\ - 5 \\ \hline \end{array}$$

s.
$$\begin{array}{r} 12 \\ - 8 \\ \hline \end{array}$$

t.
$$\begin{array}{r} 14 \\ - 7 \\ \hline \end{array}$$

8 Choose the correct answer.

a. $8 + 5 =$ _____

(12 or 13 or 14)



b. $24 + 10 =$ _____

(14 or 24 or 34)

c. $35 - 10 =$ _____

(34 or 24 or 25)

d. $18 - 9 =$ _____

(7 or 8 or 9)

e. $93 - 10 =$ _____

(83 or 73 or 92)

f. $7 + 8 =$ _____

(10 or 15 or 20)

g. $22 + 10 =$ _____

(32 or 23 or 33)

h. $9 + 6 =$ _____

(10 or 15 or 16)

i. $77 - 10 =$ _____

(66 or 76 or 67)

j. $23 + 10 =$ _____

(33 or 24 or 34)



Place
a smiley
face

Lessons 15 & 16

Addition and subtraction word problems (Choose a strategy)

Learn Addition word problems

Bassem saw 7 bees on Saturday.



He saw 6 bees on Sunday.



How many bees did he see in all the two days ?



Understand

- What do you want to find out ?

Circle the questions.



Plan

- What facts do you need ?

Underline them.



Solve

- You can use different ways to solve the problem



- Understand
- Plan
- Solve
- Check your answer

Counting on

Say 7

Count on 6 more

8 , 9 , 10 , 11 , 12 , 13

The sum is 13

Use doubles plus one

$$\begin{array}{r} 6 \\ + 6 \\ \hline 12 \end{array}$$

Make a 10 to add

$$\begin{array}{r} 7 \\ + 6 \\ \hline 13 \end{array}$$

$$7 + 6$$

$$(3) \quad (3)$$

$$7 + 3 = 10$$

$$10 + 3 = 13$$

Bassem saw 13 bees in all the two days.



Check

Ahmed has 8 blue pens and 9 black pens. How many pens does Ahmed have ?

Notes for parents

- In this lesson your child will use the strategies he/she has studied before to solve addition and subtraction word problems.
- Help your child understand, plan, solve and check the answer each time he/she answered the problem.

Learn

Subtraction word problems

There are 11 birds on a tree.



5 of them flew away.



How many birds are left on the tree ?



Understand

- What do you want to find out ?

Circle the questions.



Plan

- What facts do you need ?

Underline them.



Solve

- You can use different ways to solve the problem $11 - 5 = ?$



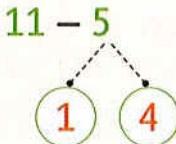
- Understand
- Plan
- Solve
- Check your answer

Counting on

Use your fingers to count on after 5 to reach 11.

$$11 - 5 = 6$$

Make a ten to subtract



$$11 - 1 = 10 \text{ and } 10 - 4 = 6$$

The number of birds left on the tree is **6** birds.



Check

Mostafa has 11 pounds, he bought a bottle of water by 3 pounds.

How much money is left with Mostafa ?

Notes for parents

- Make sure that your child understand the problem. Talk with him/her about the different ways of solving it.
- For each problem, ask your child to tell you how he/she decided whether to add or subtract.

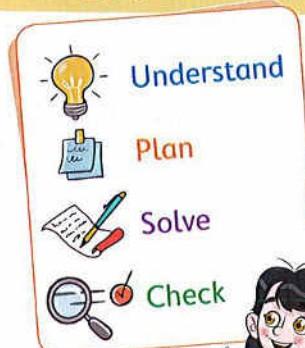
Exercise 8

Addition and subtraction word problems (Choose a strategy)

On Lessons 15 & 16

- 1 Mariam has 8 books in Arabic and 4 books in English.

How many books does Mariam have ?



- 2 There are 7 green apples and 3 red apples in a basket.

How many apples are there in all ?



- 3 Ali has 7 marbles, his brother give him 6 marbles.

How many marbles does Ali have ?



- 4 There are 2 crayon boxes, in each box there are 6 crayons.

What is the number of crayons in the two boxes ?



5 Karem solved 9 math problems on Friday and 6 math problems on Saturday.

How many math problems did Karem solve ?



6 Ali caught 9 fish and Mina caught 8 fish.

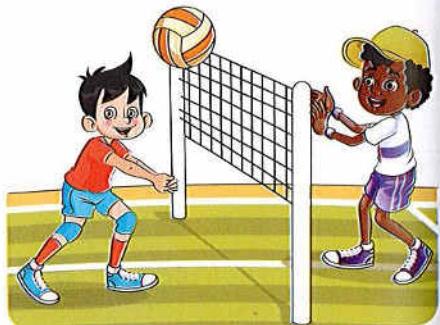
Find the number of fish with both.



7 Mohamed and Paula are in a volleyball team.

In the last match Mohamed scored 7 points and Paula scored 5 points.

What is the number of points that Mohamed and Paula scored ?



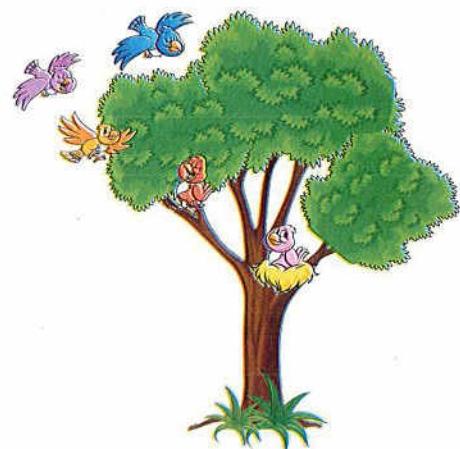
8 In a farm, there are 9 cows and 8 sheep.

How many cows and sheep are there in the farm ?



9 There are 5 birds on a tree and there are 6 birds above the tree.

How many birds are there in all ?



10 There are 2 vases. In each vase there are 7 flowers.

What is the number of flowers in all ?



11 Tamer had 8 pens. He gave 6 pens to Jana.

How many pens does Tamer have now ?



12 There are 12 cars in the park, if 9 cars go away.

How many cars are there in the car park now ?



13 Khadega bought 15 candies, she gave 6 candies to her brother.

How many candies does Khadega have now ?



14 Farida had 11 oranges, she ate 7 of them.

How many oranges are remained with Farida ?



15 There 12 people in a bus, if 7 of them get off the bus.

How many people are remained in the bus ?



16 Ahmed had 15 books, he gave his brother

Amgd 10 books.

How many books does Ahmed have now ?



17 Mariam had 17 pounds. She bought a toy for 8 pounds.

How much money is left with her ?



18 Khaled had a book of 18 pages. He read 5 pages.

How many pages are remaind ?



19 There are 16 children in a bus. 7 of them are girls.

How many boys are there in the bus ?



20 There are 15 birds on a tree, 7 of them flew away.

How many birds are left on the tree ?



Place
a smiley
face

Lessons 17:20

Finding a missing addend or a missing subtrahend

Learn Finding a missing addend

Sameh had 8 books.

His teacher gave him some extra books.

Sameh has now 15 books.

How many books did his teacher give him ?



Addition problem solving using counting on strategy

Write a number sentence.

$$8 + \boxed{?} = 15$$

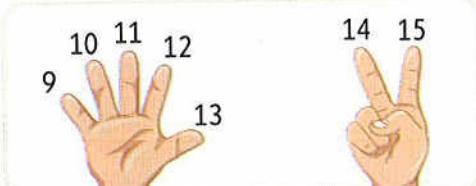
↑ ↑ ↑
What What his The sum
Sameh teacher had gave him

Addends are the numbers you add together in addition problem.

$$9 + 3 = 12$$

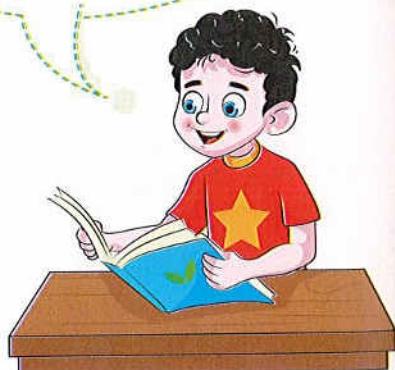
↑ ↑ ↑
addend addend sum

Count on after 8 to reach 15.



- You raised 7 fingers. So, $8 + \boxed{7} = 15$

- His teacher gave him 7 books.



Check

Find the missing addend.

$$5 + \underline{\quad} = 12$$

$$9 + \underline{\quad} = 14$$

$$\underline{\quad} + 7 = 14$$

$$2 + \underline{\quad} = 11$$

$$\underline{\quad} + 6 = 13$$

$$\underline{\quad} + 7 = 16$$

Learn Finding a missing subtrahend

15 birds were flying.

Some landed on a tree.

6 are still in the air.

How many birds did land on the tree ?



Subtraction problem solving using counting on strategy

Write a number sentence.

$$15 - \boxed{?} = 6$$

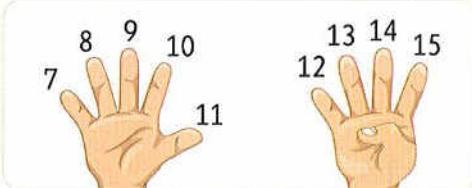
↑ ↑ ↑
 Number of Number of Number of
 birds were birds landed birds still in
 flying on the tree the air

Subtrahend is a number to be subtracted from another number.

$$9 - 3 = 6$$

↑
subtrahend

Count on after 6 to reach 15.



- You raised 9 fingers. So, $15 - \boxed{9} = 6$
- 9 birds landed on the tree.



Check

Find the missing subtrahend.

$$17 - \underline{\quad} = 9$$

$$\begin{array}{r} 13 \\ - \underline{\quad} \\ \hline 4 \end{array}$$

$$15 - \underline{\quad} = 7$$

$$\begin{array}{r} 18 \\ - \underline{\quad} \\ \hline 7 \end{array}$$

$$12 - \underline{\quad} = 7$$

$$\begin{array}{r} 12 \\ - \underline{\quad} \\ \hline 5 \end{array}$$

- Help your child how to count on to find a missing subtrahend in a subtraction problem.

Exercise

9

Finding a missing addend or a missing subtrahend

On Lessons 17 : 20

1 Find the missing number.

a. $\underline{\quad} + 7 = 10$

d. $\underline{\quad} + 4 = 11$

g. $\underline{\quad} + 9 = 14$

j. $11 - \underline{\quad} = 5$

m. $13 - \underline{\quad} = 6$

p. $15 - \underline{\quad} = 6$

b. $\underline{\quad} + 5 = 9$

e. $8 + \underline{\quad} = 13$

h. $15 - \underline{\quad} = 8$

k. $12 - \underline{\quad} = 7$

n. $9 + \underline{\quad} = 19$

q. $17 - \underline{\quad} = 8$

c. $8 + \underline{\quad} = 12$

f. $8 + \underline{\quad} = 17$

i. $16 - \underline{\quad} = 7$

l. $18 - \underline{\quad} = 12$

o. $9 + \underline{\quad} = 12$

r. $12 - \underline{\quad} = 9$

s.
$$\begin{array}{r} 8 \\ + \underline{\quad} \\ \hline 16 \end{array}$$

t.
$$\begin{array}{r} \underline{\quad} \\ + 5 \\ \hline 14 \end{array}$$

u.
$$\begin{array}{r} 13 \\ - \underline{\quad} \\ \hline 9 \end{array}$$

v.
$$\begin{array}{r} 17 \\ - \underline{\quad} \\ \hline 9 \end{array}$$

w.
$$\begin{array}{r} 7 \\ + \underline{\quad} \\ \hline 12 \end{array}$$

x.
$$\begin{array}{r} 14 \\ - \underline{\quad} \\ \hline 7 \end{array}$$

y.
$$\begin{array}{r} 15 \\ + \underline{\quad} \\ \hline 18 \end{array}$$

z.
$$\begin{array}{r} 17 \\ - \underline{\quad} \\ \hline 10 \end{array}$$

2 Circle the correct number.

a. $10 + \underline{\quad} = 15$

(3 or 5 or 8)

b. $13 - \underline{\quad} = 5$

(7 or 8 or 9)

c. $13 + \underline{\quad} = 15$

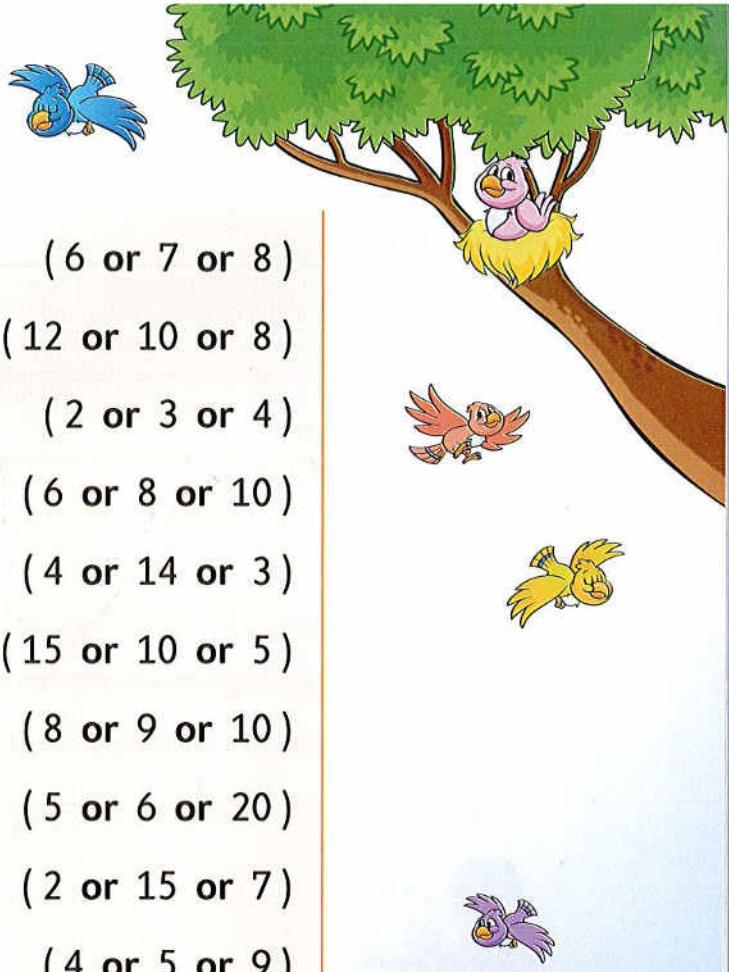
(3 or 12 or 2)

d. $7 + \underline{\quad} = 14$

(10 or 7 or 9)



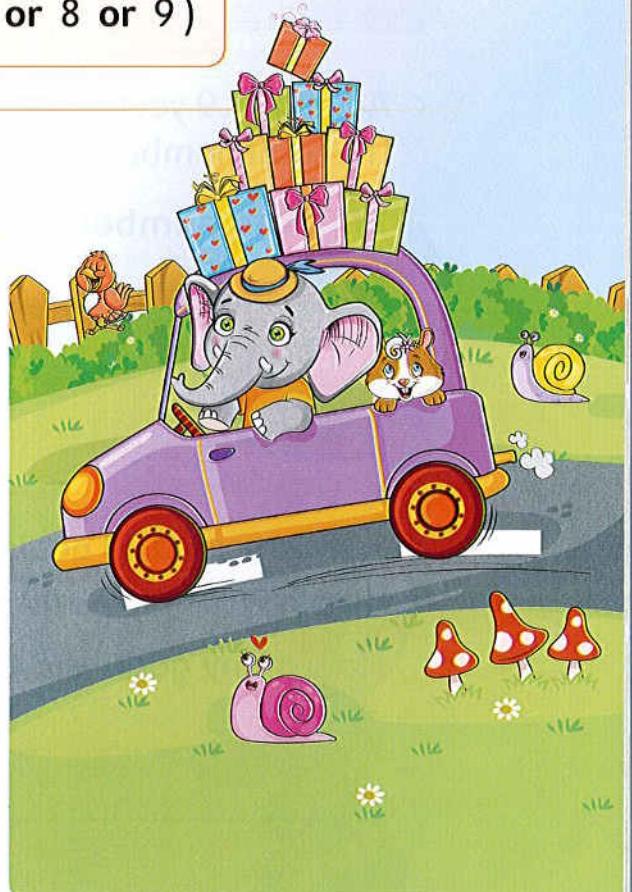
- e. $15 - \underline{\quad} = 9$ (6 or 7 or 8)
- f. $18 - \underline{\quad} = 10$ (12 or 10 or 8)
- g. $\underline{\quad} + 16 = 19$ (2 or 3 or 4)
- h. $12 - \underline{\quad} = 2$ (6 or 8 or 10)
- i. $\underline{\quad} + 13 = 17$ (4 or 14 or 3)
- j. $10 - \underline{\quad} = 5$ (15 or 10 or 5)
- k. $\underline{\quad} + 8 = 16$ (8 or 9 or 10)
- l. $13 - \underline{\quad} = 7$ (5 or 6 or 20)
- m. $4 + \underline{\quad} = 11$ (2 or 15 or 7)
- n. $15 + \underline{\quad} = 19$ (4 or 5 or 9)
- o. $17 - \underline{\quad} = 9$ (2 or 8 or 9)



3 Match.

- a. $\underline{\quad} + 7 = 11$ •
- b. $18 - \underline{\quad} = 9$ •
- c. $\underline{\quad} + 5 = 12$ •
- d. $14 - \underline{\quad} = 8$ •
- e. $13 - \underline{\quad} = 3$ •
- f. $16 - \underline{\quad} = 8$ •

- 8
- 4
- 10
- 9
- 6
- 7



4 Answer the following.

- a. Ali has 6 pens. He bought some extra pens.
The number of pens with Ali became 14.
How many pens did Ali buy ?



- b. There are 7 children playing football. Some children joined them.
The number of children became 12.
How many children did join them ?



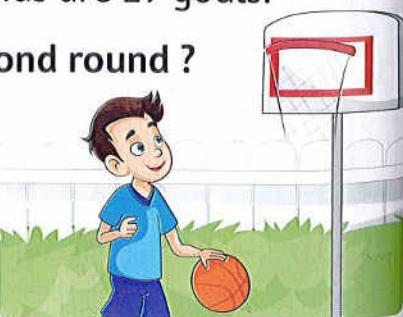
- c. Adam has 9 yellow fish. He added some red fish such that
the total number of fish became 13.

Find the number of red fish.



- d. A team scored 13 goals in the first round and scored some goals in
the second round. The total goals in the two rounds are 19 goals.

How many goals did this team score in the second round ?



- e. 16 bees were flying. Some went into the hive.
6 bees were still in the air.

How many bees went into the hive ?



- f. There were 20 boys on the field. Some of them were left.
11 boys were still on the field.

How many boys were left ?



- g. Maged has 12 apples. He gave some of them to his sister and the left is 7 apples.

How many apples did he give to his sister ?



- h. There are 14 carrots. Bunnies ate some of them and 7 carrots are left.

How many carrots did the bunnies eat ?





Assessment Chapter 2

1 Choose the correct answer.

- a. $7 + 8 = \underline{\quad}$ (16 or 15 or 12)
b. $34 - 10 = \underline{\quad}$ (44 or 34 or 24)
c. $22 - 12 = \underline{\quad}$ (8 or 34 or 10)
d. $53 + 10 = \underline{\quad}$ (63 or 43 or 53)
e. $12 - \underline{\quad} = 7$ (7 or 5 or 2)
f. $6 + 6 = \underline{\quad}$ (10 or 12 or 13)

2 Find the missing number.

a. $7 + \underline{\quad} = 13$

c.
$$\begin{array}{r} 17 \\ - \underline{\quad} \\ \hline 9 \end{array}$$

b. $15 - \underline{\quad} = 9$

d.
$$\begin{array}{r} \underline{\quad} \\ + 8 \\ \hline 18 \end{array}$$

3 Find the result.

a.
$$\begin{array}{r} 9 \\ + 5 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 13 \\ - 5 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 73 \\ - 10 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 33 \\ + 10 \\ \hline \end{array}$$

4 There are 14 books on a desk and 6 books on a shelf.

How many books are there in all ?

5 Amgd has 12 toys, he gave some of them to Bassem. The left with him is 3 toys.

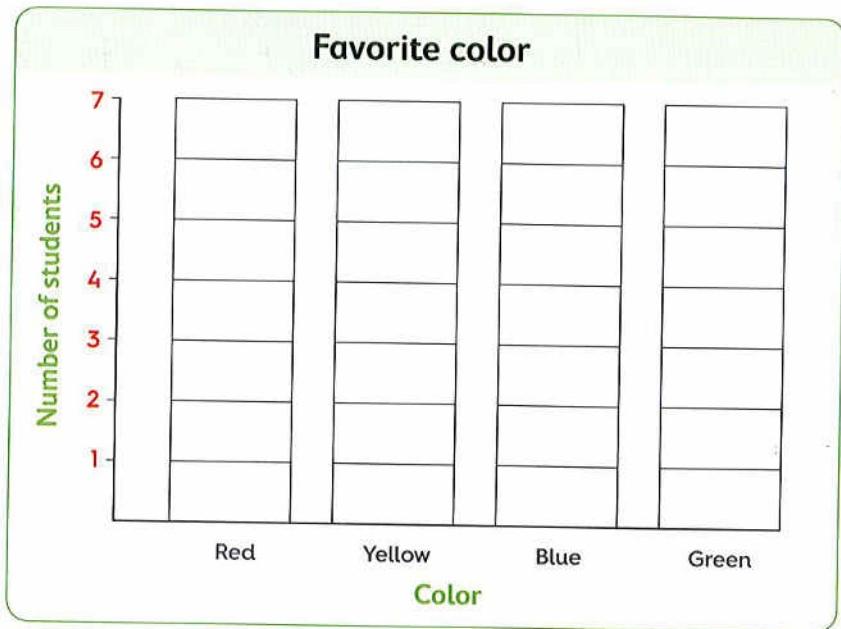
How many toys did Amgd give to Bassem ?

Accumulative Assessment

Till chapter 2

- 1 Use the table to color the bar graph.

Favorite color	
Color	Number of students
Red	7
Yellow	6
Blue	5
Green	6



- How many students liked blue? _____
- How many students liked red and yellow? _____
- Which color is liked the most? _____
- How many more students liked red than blue? _____



- 2 Choose the correct answer.

- $7 + 5 \bigcirc 22 - 10$ ($>$ or $<$ or $=$)
- $78 + 10 =$ _____ (68 or 79 or 88)
- $15 - 7 =$ _____ (17 or 8 or 10)
- $11 -$ _____ $= 7$ (2 or 4 or 5)

- 3 Mazen had 12 pounds. He bought a candy.

7 pounds were remainder with him.

What was the price of candy?



3

CHAPTER



Outcomes and key vocabulary of chapter three

Lessons 21 & 22

Outcomes :

- Participate in calendar math activities.
- Represent 3-digit numbers using concrete models.

- Read and write 3-digit numbers.
- Identify the place and value of each digit in a 3-digit number.

Key vocabulary :

- | | | | | | |
|---------|---------------|---------|------------|--------|--------|
| • Digit | • Place value | • Value | • Hundreds | • Tens | • Ones |
|---------|---------------|---------|------------|--------|--------|

Lessons 23 : 26

Outcomes :

- Participate in calendar math activities.
- Read and write 3-digit numbers in standard form and in expanded form.
- Convert numbers in expanded form to standard form.

- Identify the place and value of each digit in a 3-digit number.
- Read and write numbers 1 to 9 and multiples of 10 through 90 in word form.
- Match the word form of numbers 11 to 19 to their standard form.

Key vocabulary :

- | | | | | |
|---------------|---------|-----------------|-----------------|-------------|
| • Place value | • Value | • Expanded form | • Standard form | • Word form |
|---------------|---------|-----------------|-----------------|-------------|

Lessons 27 & 28

Outcomes :

- Participate in calendar math activities.
- Use place value to compare two 3-digit numbers.

- Use place value to compare a 2-digit and a 3-digit number.
- Use the symbols $>$, $=$ and $<$ to express comparisons.

Key vocabulary :

- | | | | | | |
|-----------|-----------------|------------------------|---------------------|----------|---------|
| • Compare | • Equal ($=$) | • Greater than ($>$) | • Less than ($<$) | • Symbol | • Digit |
|-----------|-----------------|------------------------|---------------------|----------|---------|

Lessons 29 & 30

Outcomes :

- Participate in calendar math activities.
- Compare and order numbers in expanded, word, and standard forms.

- Order a set of 5 numbers from least to greatest or from greatest to least.

Key vocabulary :

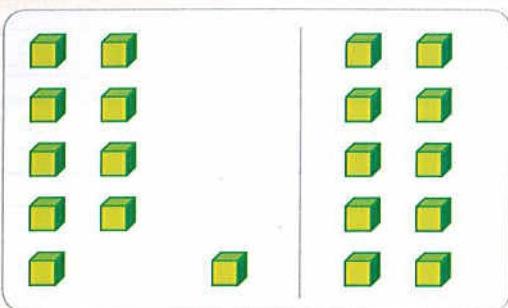
- | | | | | | |
|-----------------|-----------------|-------------|-----------|------------|---------|
| • Expanded form | • Standard form | • Word form | • Compare | • Greatest | • Least |
| • Order | | | | | |

Lessons
21 & 22

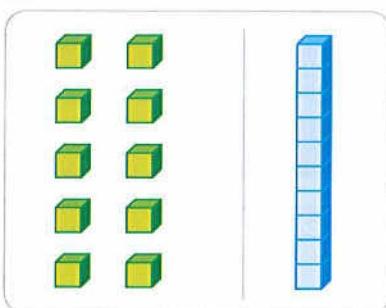
Hundreds, tens, ones and the place value

Remember

Tens and ones



$$9 \text{ ones} + 1 = 10 \text{ ones}$$

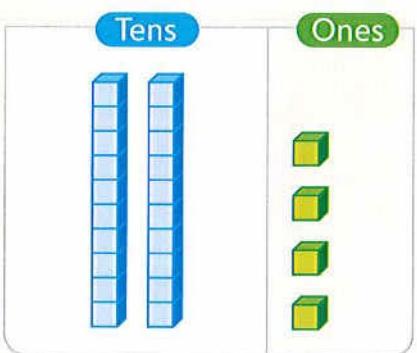


$$10 \text{ ones} = 1 \text{ ten}$$

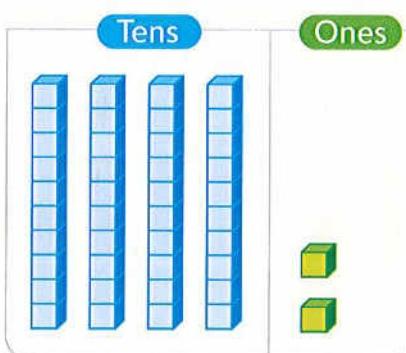


10 ones can be grouped into 1 ten.

24 is 2 groups of **ten** and **4 ones**.



$$2 \text{ tens}, 4 \text{ ones} = 24$$



$$4 \text{ tens}, 2 \text{ ones} = 42$$

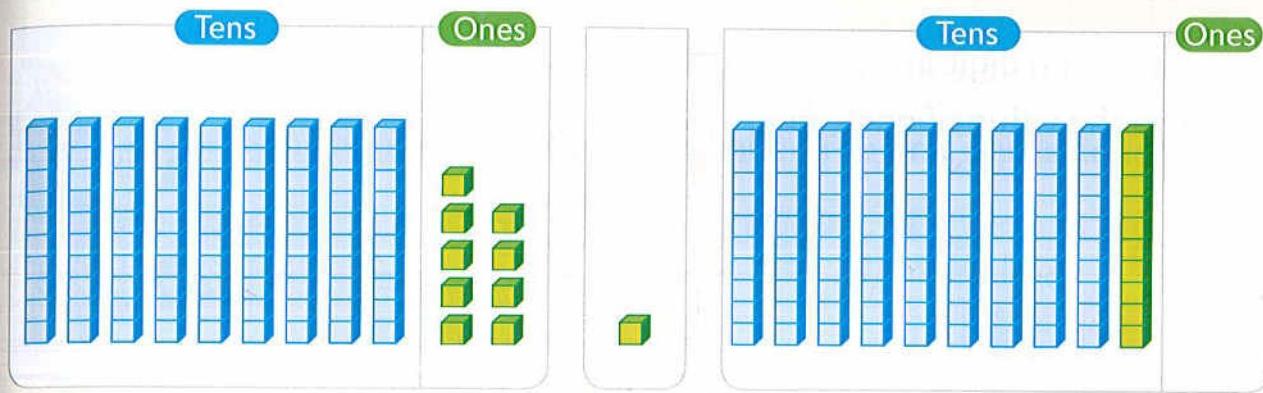


42 is 4 groups of ten and 2 ones.

- Help your child remember the place value of 2-digit numbers.

Learn

Understand hundreds



99 is 9 groups of ten
and 9 ones.

100 is 10 groups of ten.
100 is 1 **hundred**.



Check

Write how many hundreds. Write the number. The first one is done for you.

2	hundreds	200
3	hundreds	
4	hundreds	

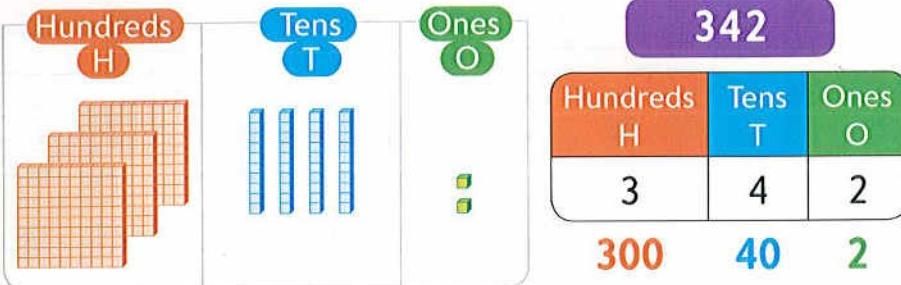
*Ask your child to change 10 notes of 10 L.E. to show 1 note of 100 L.E.

Learn Understand place value

The place of a digit in a number tells its value.

What is the value of each digit in 342?

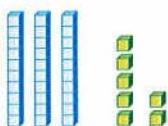
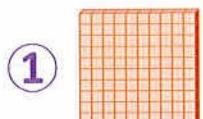
The digit 3 is in the hundreds place, then its value is 300.



Check

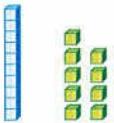
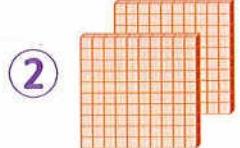
Write how many hundreds, tens and ones in the HTO chart.

Then write the number. The first one is done for you.

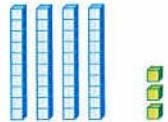
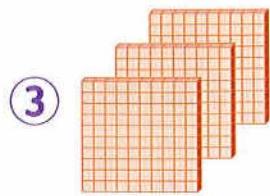


H	T	O
1	3	7

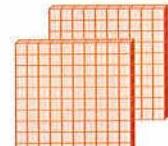
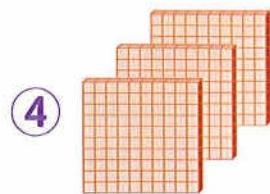
137



H	T	O



H	T	O



H	T	O

- Write a 3-digit number. Point to a digit of it and ask your child to tell you its value.
- Help your child find a 3-digit number on a can, a jar or a package. Ask him/her to tell you how many hundreds, tens and ones are in the number and tell you the value of each digit.

Exercise 10

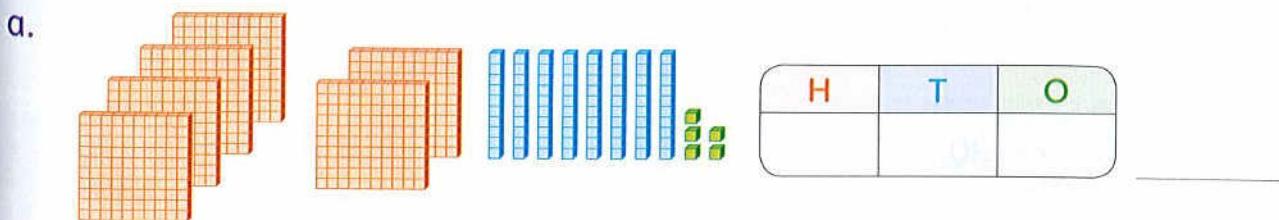
Hundreds, tens, ones and the place value

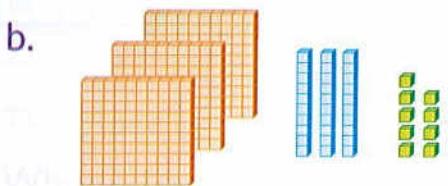
On Lessons 21 & 22

- 1** Write how many hundreds. Write the number. The first one is done for you.

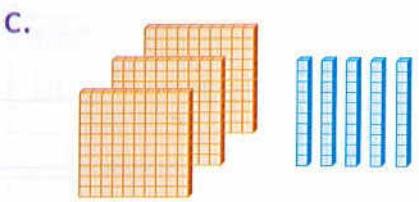
a.		5 hundreds	500
b.		6 hundreds	
c.		7 hundreds	
d.		7 hundreds	
e.		8 hundreds	

- 2** Write how many hundreds, tens and ones in the HTO chart.
Then write the number.



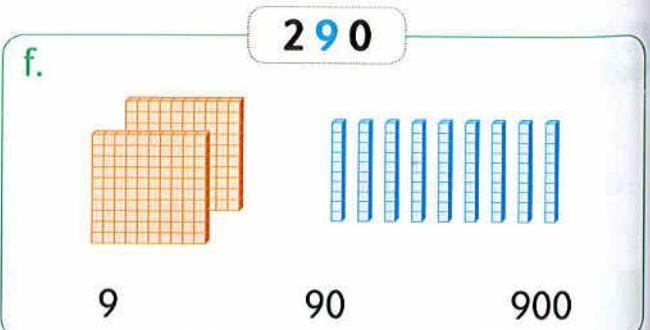
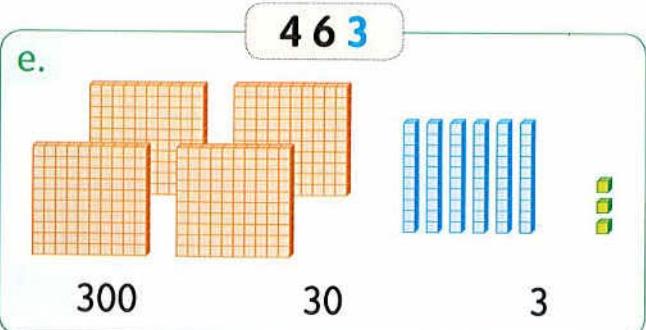
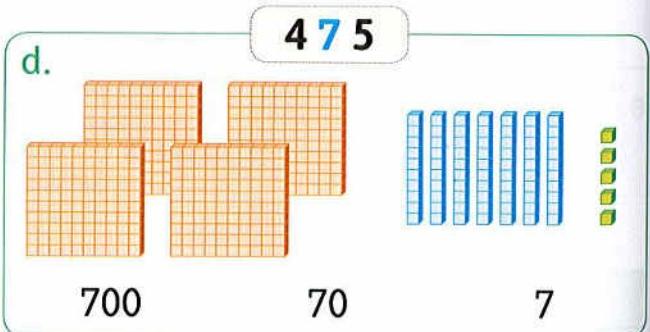
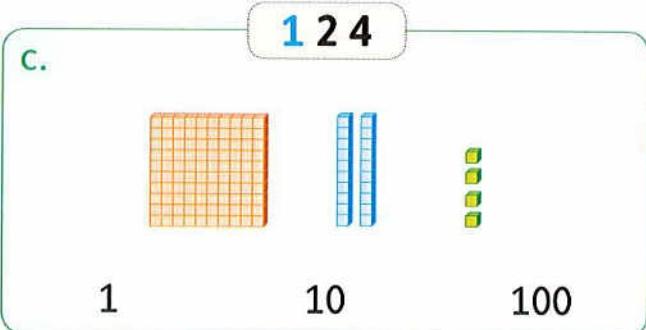
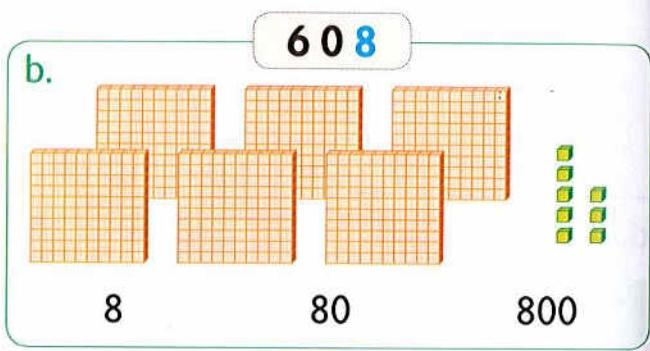
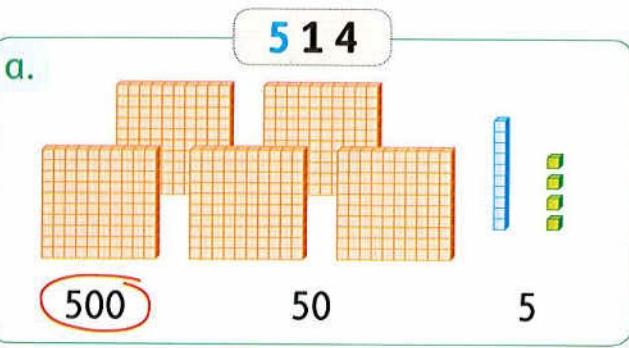


H	T	O



H	T	O

3 Circle the value of the blue digit. The first one is done for you.



4 Circle the value of the blue digit. The first one is done for you.

a. **2 6 7**

600 **60** 6

b. **1 5 2**

1 10 100

c. **6 4 1**

4 40 400

d. **2 1 8**

8 80 800

e. **5 7 6**

6 60 600

f. **9 0 3**

0 10 100

5 Write the place value of the digit 8 in each.

a. 784 _____

b. 863 _____

c. 918 _____

d. 804 _____

e. 581 _____

f. 178 _____

g. 78 _____

h. 87 _____

i. 841 _____

j. 8 _____

k. 841 _____

l. 181 _____

6 Write the value of 7 in each number. The first one is done for you.

a.

572	587	790
70	7	700

b.

750	367	271

c.

371	702	957

d.

372	327	732

7 Choose the correct answer.

- a. The value of the digit 1 in the number 415 is _____ (1 or 10 or 100)
b. The value of the digit 2 in the number 215 is _____ (2 or 20 or 200)
c. The place value of the digit 9 in the number 975 is _____
(ones or tens or hundreds)
d. The value of the digit 0 in the number 705 is _____ (0 or 10 or 100)
e. The place value of the digit 0 in the number 510 is _____
(zero or ones or tens)
f. The place value of the digit 1 in the number 810 is _____
(ones or tens or hundreds)

8 Complete the HTO chart.

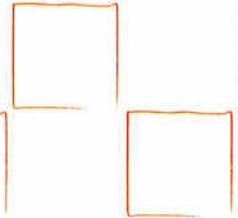
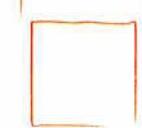
The first one is done for you.

Draw  to represent 100
Draw  to represent 10
Draw  to represent 1

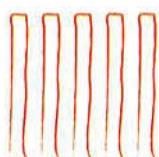
a.

3 5 1

H

Value = 300

T






Value = 50

O


Value = 1

b.

2 1 8

H

Value = _____

T

Value = _____

O

Value = _____

c.

490

H	T	O
Value = _____	Value = _____	Value = _____

d.

108

H	T	O
Value = _____	Value = _____	Value = _____

9 Write (✓) to the correct statement and (✗) to the incorrect statement.

- The value of the digit 5 in the number 354 is 50. ()
- The value of the digit 8 in the number 837 is 8. ()
- The place value of the digit 3 in the number 713 is tens. ()
- The place value of the digit 0 in the number 304 is ones. ()
- The value of the digit 0 in the number 704 is 10. ()

10 What is the number? The first one is done for you.

a. **What is the number?**

- The hundreds digit is 5.
- The ones digit is 4.
- The tens digit is 8.

584

b. **What is the number?**

- The tens digit is 6.
- The ones digit is 3.
- The hundreds digit is 9.

c. **What is the number ?**

- The ones digit is 6.
- The hundreds digit is 5.
- The tens digit is 9.

d. **What is the number ?**

- The hundreds digit is 8.
- The tens digit is 6.
- The ones digit is 7.

e. **What is the number ?**

- The tens digit is 0.
- The hundreds digit is 4.
- The ones digit is 2.

f. **What is the number ?**

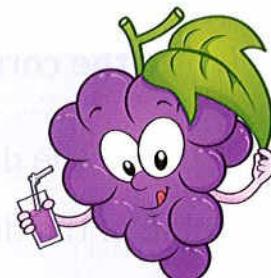
- The ones digit is 0.
- The tens digit is 5.
- The hundreds digit is 3.

11 What is the secret word ?

★ Write **A** if the value of 5 is 5

★ Write **B** if the value of 5 is 50

★ Write **N** if the value of 5 is 500



The letters will give you which
fruit Bassem prefers.



A

653 715 502 135 510 5

Place
a smiley
face

Pre-study



*I can write the
numbers in words.*

Ones	Numbers from 11 to 19		Tens
1 one	11 eleven	10 ten	
2 two	12 twelve	20 twenty	
3 three	13 thirteen	30 thirty	
4 four	14 fourteen	40 forty	
5 five	15 fifteen	50 fifty	
6 six	16 sixteen	60 sixty	
7 seven	17 seventeen	70 seventy	
8 eight	18 eighteen	80 eighty	
9 nine	19 nineteen	90 ninety	



Check

Write the numbers in words.

a. 7	_____
e. 1	_____
i. 9	_____
m. 2	_____
q. 90	_____

b. 50	_____
f. 15	_____
j. 8	_____
n. 11	_____
r. 6	_____

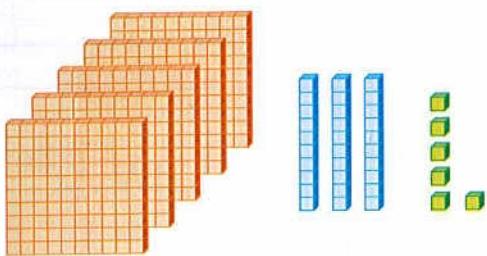
c. 17	_____
g. 14	_____
k. 60	_____
o. 80	_____
s. 16	_____

d. 30	_____
h. 40	_____
l. 13	_____
p. 12	_____
t. 10	_____

Notes for parents

Help your child write the previous numbers in words.

You can write numbers in different ways.



5 hundreds 3 tens 6 ones

Standard form : 536

Expanded form : 500 + 30 + 6

Word form : Five hundred thirty-six

Example 1

Write in standard form.

- a. $700 + 50 + 4$
- c. $600 + 20$
- e. Six hundred seventy-eight

- b. $800 + 9$
- d. Five hundred fifteen
- f. Four hundred forty

Solution

- a. 754
- c. 620
- e. 678

- b. 809
- d. 515
- f. 440

Example 2

Write in word form.

- a. 327
- c. $400 + 70 + 8$

- b. 901
- d. 160

Solution

- a. Three hundred twenty-seven
- c. Four hundred seventy-eight

- b. Nine hundred one
- d. One hundred sixty

- Help your child write a zero when there are no tens or no ones.
- Ask your child to open this book with more than one hundred pages at random, then ask him/her to write this number in expanded form and in word form.

Example 3

Write in expanded form.

- a. 784
- c. Eight hundred , thirty-one

- b. 403
- d. Three hundred sixty

Solution 

- a. $700 + 80 + 4$
- c. $800 + 30 + 1$

- b. $400 + 3$
- d. $300 + 60$



Check

a. Write in expanded form.

- 1. 374
- 2. 802
- 3. 650
- 4. Two hundred seventy-eight

b. Write in word form.

- 1. 782
- 2. 316
- 3. $900 + 40 + 5$
- 4. $500 + 90$



*Help your child know what $(700 + 6 = 706)$ and $(500 + 30 = 530)$

Exercise

11

Different forms of 3-digit number

On Lessons 23 : 26

1 Write the number in words.

a. 7 _____

b. 4 _____

c. 2 _____

d. 9 _____

e. 5 _____

f. 3 _____

g. 8 _____

h. 6 _____

i. 1 _____



2 Write the number in words.

a. 40 _____

b. 80 _____

c. 90 _____

d. 20 _____

e. 10 _____

f. 50 _____

g. 70 _____

h. 30 _____

i. 60 _____



3 Write the number in words.

a. 18 _____

b. 16 _____

c. 13 _____

d. 14 _____

e. 11 _____

f. 15 _____

g. 12 _____

h. 17 _____

i. 19 _____



4 Write the number in words.

a. 3 _____

b. 15 _____

c. 8 _____

d. 7 _____

e. 11 _____

f. 20 _____

g. 12 _____

h. 4 _____

i. 100 _____

j. 5 _____

k. 17 _____

l. 18 _____

m. 16 _____

n. 13 _____

o. 6 _____

p. 30 _____

q. 40 _____

r. 50 _____

s. 9 _____

t. 19 _____

u. 70 _____

v. 14 _____

w. 60 _____

x. 10 _____

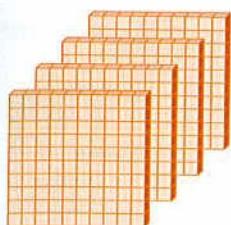
y. 90 _____

z. 80 _____



5 Write the number in different ways.

a.



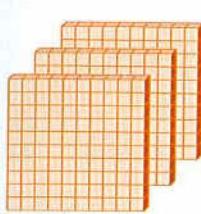
_____ hundreds _____ tens _____ ones

Expanded form : _____ + _____ + _____

Standard form : _____

Word form : _____

b.



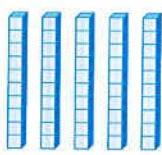
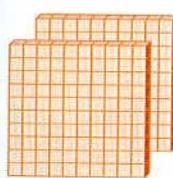
_____ hundreds _____ tens _____ ones

Expanded form : _____ + _____ + _____

Standard form : _____

Word form : _____

c.



_____ hundreds _____ tens _____ ones

Expanded form : _____ + _____ + _____

Standard form : _____

Word form : _____

6 Write in expanded form.

$$253 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$638 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$444 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$706 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$596 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$177 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$340 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

$$900 = \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$$

7 Write in standard form.

$300 + 70 + 8 = \underline{\hspace{2cm}}$

$700 + 40 + 7 = \underline{\hspace{2cm}}$

$600 + 30 = \underline{\hspace{2cm}}$

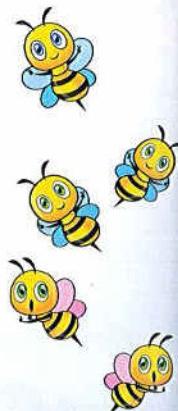
$500 + 50 = \underline{\hspace{2cm}}$

$500 + 80 + 7 = \underline{\hspace{2cm}}$

$200 + 30 + 5 = \underline{\hspace{2cm}}$

$800 + 80 + 8 = \underline{\hspace{2cm}}$

$400 + 4 = \underline{\hspace{2cm}}$



8 Write in standard form.

a. Four hundred thirty-five

b. Six hundred seventy-one

c. Eight hundred fifty

d. Seven hundred twenty-four

e. Three hundred ninety-eight

f. 3 hundreds + 7 tens + 4 ones

g. 1 hundred + 3 tens + 5 ones

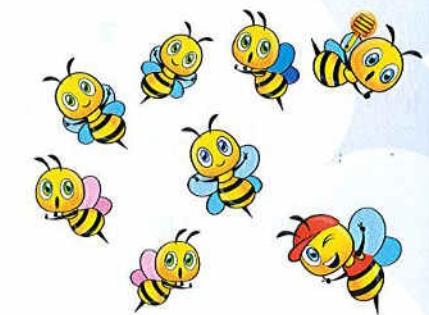
h. 2 hundreds + 6 tens + 9 ones

i. 9 hundreds + 8 ones + 4 tens

j. 3 tens + 7 hundreds + 3 ones

k. 4 ones + 2 hundreds

l. 7 tens + 8 hundreds



9 Write in word form.

a. 735 _____

c. 701 _____

e. 211 _____

g. 412 _____

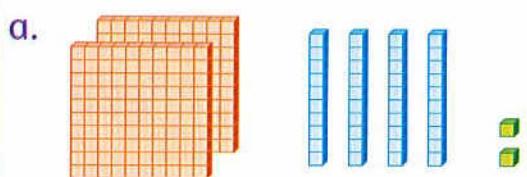
i. 4 hundreds , 7 tens , 5 ones

b. 523 _____

d. 817 _____

f. 579 _____

h. 950 _____

j. 3 hundreds , 9 ones
_____**10** Write the number in another way.

b.

$$600 + 70 + 5$$

c.

7 hundreds 7 tens 7 ones

d.

860

e.

428

f.

$500 + 70$



Place
a smiley
face

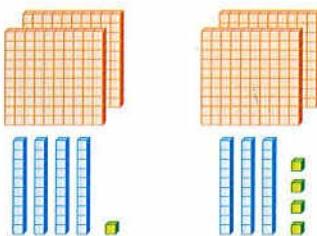
Lessons 27 & 28

Comparing numbers using $>$, $<$ or $=$

Learn

- When comparing 3-digit numbers, compare the hundreds first.

If the hundreds are the same, compare the tens.

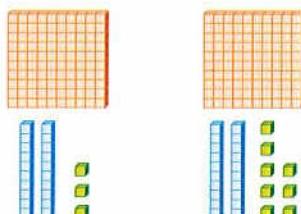


40 is greater than 30

So, 241 is greater than 234

$$241 > 234$$

If the hundreds and tens are the same, compare the ones.

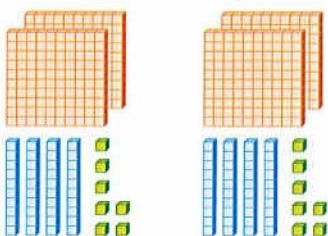


3 is less than 8

So, 123 is less than 128

$$123 < 128$$

If the hundreds, tens and ones are the same, then the numbers are equal.



247 is equal to 247

$$247 = 247$$

- Use the value of each digit to compare numbers.

First compare the hundreds digits.

$$\begin{array}{ll} 672 & 675 \end{array}$$

6 hundreds = 6 hundreds

If the hundreds digits are the same, compare the tens digits.

$$\begin{array}{ll} 672 & 675 \end{array}$$

7 tens = 7 tens

If the tens digits are the same, compare the ones digits.

$$\begin{array}{ll} 672 & 675 \end{array}$$

2 ones < 5 ones

So, 672 is less than 675
 $672 < 675$

- When comparing 3-digit number and 2-digit number, the 3-digit number is the greater.

$$352 > 98$$



352 has 300 hundreds but 98 has 0 hundreds.



Check

Compare, write $>$, $<$ or $=$.

a. $735 \bigcirc 752$

b. $371 \bigcirc 79$

c. $425 \bigcirc 425$

Exercise

12

Comparing numbers using $>$, $<$ or $=$

On Lessons 27 & 28

- 1** Compare, write $>$, $<$ or $=$. The first one is done for you.

a.



140



240

b.



342



342

c.



431



413

d.



212



215

- 2** Compare, write $>$, $<$ or $=$.

a. 725 ○ 752

b. 572 ○ 376

c. 154 ○ 154

d. 38 ○ 100

e. 45 ○ 178

f. 512 ○ 89

g. 391 ○ 9

h. 512 ○ 521

i. 187 ○ 211

j. 75 ○ 318

k. 112 ○ 79

l. 315 ○ 315

m. 99 ○ 618

n. 94 ○ 200

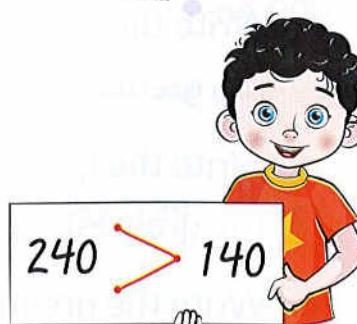
o. 714 ○ 174

p. 762 ○ 760

q. 47 ○ 129

r. 218 ○ 78

I put two dots next to 240 because it is the greater number and one dot next to 140 because it is the smaller one, and then I connect them.



3 Compare, write > , < or =.

- | | | |
|------------------------|-----------------------|--------------------|
| a. 4 ones | <input type="radio"/> | 2 tens |
| b. 7 hundreds | <input type="radio"/> | 700 |
| c. 8 tens | <input type="radio"/> | 3 hundreds |
| d. 4 hundreds | <input type="radio"/> | 9 ones |
| e. 9 tens | <input type="radio"/> | 1 hundred |
| f. $200 + 70 + 1$ | <input type="radio"/> | $200 + 40 + 1$ |
| g. 3 tens + 7 ones | <input type="radio"/> | 1 hundred + 2 ones |
| h. Six hundred forty | <input type="radio"/> | 640 |
| i. Two hundred fifteen | <input type="radio"/> | 250 |
| j. 4 hundreds + 7 tens | <input type="radio"/> | 8 hundreds |
| k. $500 + 70 + 1$ | <input type="radio"/> | 625 |
| l. Thirty-eight | <input type="radio"/> | 729 |
| m. 3 hundreds + 9 ones | <input type="radio"/> | 520 |



4 Write the number.

- a. Write the greatest and the smallest number formed from 7, 8, 3
The greatest number is _____, the smallest number is _____
- b. Write the greatest and the smallest number formed from : 3, 9, 6
The greatest number is _____, the smallest number is _____
- c. Write the greatest and the smallest number formed from : 7, 2, 5
The greatest number is _____, the smallest number is _____
- d. Write the greatest and the smallest number formed from : 1, 6, 0
The greatest number is _____, the smallest number is _____

- e. Write the greatest and the smallest number formed from : 7 , 0 , 5
 The greatest number is _____, the smallest number is _____
- f. Write the greatest 3-digit number _____
- g. Write the smallest 3-digit number _____
- h. Write the greatest 3-different digit number _____
- i. Write the smallest 3-different digit number _____



5 Write (✓) to the correct statement and (✗) to the incorrect statement.

- a. 782 395 ()
- b. 97 102 ()
- c. 7 tens 6 hundreds ()
- d. $500 + 30 + 7$ $500 + 40 + 9$ ()
- e. $300 + 10 + 8$ three hundred eighteen ()
- f. The greatest number formed from 3 , 0 , 9 is 903 ()

6 Choose the correct answer.

- a. $749 >$ _____ (379 or 814 or 760)
- b. $371 <$ _____ (299 or 370 or 375)
- c. $800 + 30 + 7 >$ _____ (923 or 823 or 900)
- d. Seven hundred thirty-nine < _____ (740 or 730 or 699)
- e. The smallest number formed from 3 , 8 , 1 is _____ (183 or 138 or 831)
- f. The greatest number formed from 0 , 7 , 6 is _____ (706 or 760 or 670)
- g. 3 hundreds < _____ (432 or 196 or 99)



Lessons 29&30

Ordering numbers

Learn

Ordering from least to greatest

You can order numbers from least to greatest or from greatest to least.

Put these numbers in order from least to greatest.
(The ascending order).

777 463 400 500 775



1 Compare the hundreds digits. 463 400 500 777 775

2 If the hundreds digits are the same, compare the tens digits.

400 463 500 777 775

3 If the tens digits are the same, compare the ones digits.

400 463 500 775 777



Check

Write the numbers in order from least to greatest.

Ascending order

72 , 5 , 27 , 52 , 10

Order is : _____ , _____ , _____ , _____ , _____

745 , 72 , 15 , 200 , 4

Order is : _____ , _____ , _____ , _____ , _____

926 , 713 , 198 , 502 , 183

Order is : _____ , _____ , _____ , _____ , _____



- Remind your child that a one-digit number is less than a two-digit number, and a two-digit number is less than a three-digit number.

Learn

Ordering from greatest to least

Put these numbers in order
from greatest to least.

(The descending order).

251

547

395

257

372

- 1 Compare the hundreds digits.

547

372

395

251

257

- 2 If the hundreds digits are the same, compare the tens digits.

547

395

372

251

257

- 3 If the tens digits are the same, compare the ones digits.

547

395

372

257

251



Check

Write the numbers in order from greatest to least.

7 , 12 , 25 , 47 , 29

Descending order



Order is : _____ , _____ , _____ , _____ , _____

19 , 82 , 130 , 10 , 210

Order is : _____ , _____ , _____ , _____ , _____

273 , 499 , 500 , 25 , 167

Order is : _____ , _____ , _____ , _____ , _____

345 , 492 , 572 , 490 , 333

Order is : _____ , _____ , _____ , _____ , _____



*Remind your child that a three-digit number is greater than a two-digit number,
and a two-digit number is greater than a one-digit number.

Learn

Ordering numbers in different forms

500 + 30 + 7

two hundred
forty-five

745

expanded form

word form

standard form



- The greatest number is : 745
- The smallest number is : two hundred forty-five.
- The ascending order is : two hundred forty-five , $500 + 30 + 7$, 745
- The descending order is : 745 , $500 + 30 + 7$, two hundred forty-five.



Check

Circle the greatest number and underline the smallest number.

300 + 50 + 9 , six hundred twenty-one , 159



Ninety-five , 710 , 400 + 1



379 , five hundred eleven , 500 + 10

800 , nine hundred one , 800 + 20 + 9



Five hundred thirty-eight , 537 , 500 + 30 + 9

Notes for parents

- Before ordering numbers, ask your child to determine the greatest number and the smallest number.

Exercise

13

Ordering numbers

On Lessons 29 & 30

1 Arrange from the smallest to the greatest "ascending order".

a. $27, 5, 17, 52$

Order is _____, _____, _____, _____



b. $32, 91, 57, 14, 52$

Order is _____, _____, _____, _____, _____



c. $71, 65, 43, 179, 9$

Order is _____, _____, _____, _____, _____

d. $14, 79, 177, 191, 24$

Order is _____, _____, _____, _____, _____

e. $521, 421, 323, 452, 574$

Order is _____, _____, _____, _____, _____

f. $371, 47, 827, 99, 315$

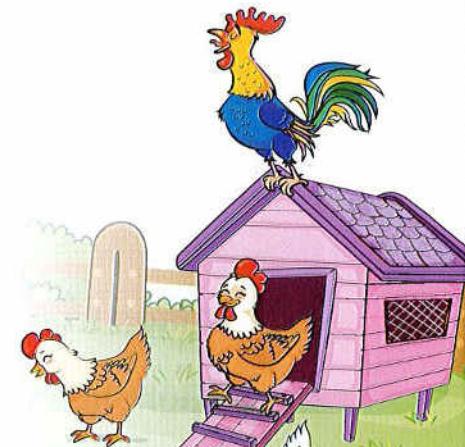
Order is _____, _____, _____, _____, _____

g. $93, 517, 733, 15, 711$

Order is _____, _____, _____, _____, _____

h. $700, 707, 777, 770, 77$

Order is _____, _____, _____, _____, _____



2 Arrange from the greatest to the smallest "descending order".

a. $134, 876, 71, 99, 327$

Order is _____, _____, _____, _____, _____



b. $274, 425, 372, 733, 521$

Order is _____, _____, _____, _____, _____

c. 103 , 24 , 779 , 207 , 729

Order is _____ , _____ , _____ , _____ , _____

d. 900 , 990 , 909 , 999 , 99

Order is _____ , _____ , _____ , _____ , _____

e. 374 , 397 , 456 , 534 , 217

Order is _____ , _____ , _____ , _____ , _____

f. 472 , 522 , 844 , 572 , 537

Order is _____ , _____ , _____ , _____ , _____

g. 624 , 426 , 642 , 264 , 462

Order is _____ , _____ , _____ , _____ , _____



3 Arrange from the smallest to the greatest "ascending order".

a. Eight hundred fifteen , $700 + 50 + 2$, 850

Order is _____ , _____ , _____

b. Seventy-five , 715 , $700 + 5$

Order is _____ , _____ , _____

c. 461 , four hundred sixteen , $600 + 10 + 6$

Order is _____ , _____ , _____

d. $300 + 20 + 9$, 299 , three hundred thirty-three

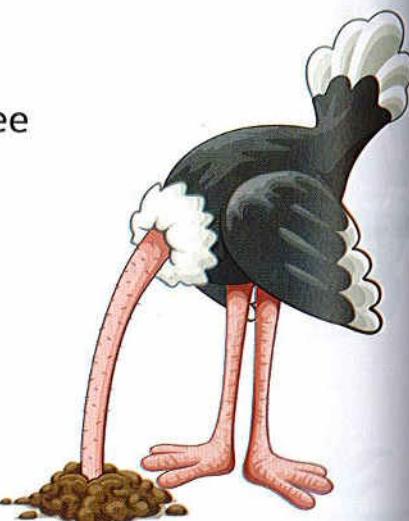
Order is _____ , _____ , _____

e. 427 , $500 + 70 + 8$, four hundred twenty-one

Order is _____ , _____ , _____

f. One hundred forty-seven , 127 , $100 + 70 + 4$

Order is _____ , _____ , _____



4 Arrange from the greatest to the smallest "descending order".

- a. 830 , seven hundred eighty , $900 + 3$

Order is _____ , _____ , _____

- b. Five hundred thirty-eight , 79 , $500 + 80 + 3$

Order is _____ , _____ , _____

- c. 619 , $600 + 20$, six hundred nine

Order is _____ , _____ , _____

- d. Three hundred fifteen , 350 , $300 + 50 + 1$

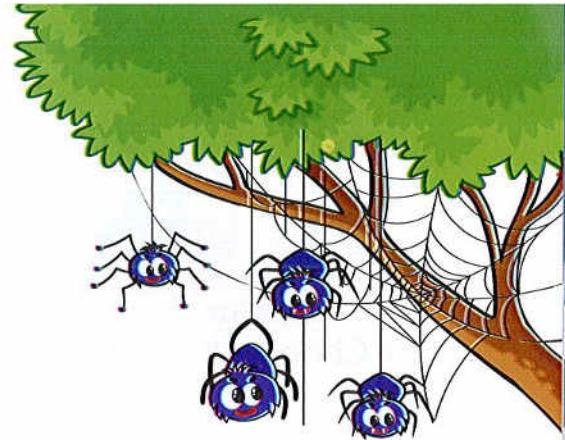
Order is _____ , _____ , _____

- e. $800 + 30 + 4$, 843 , eight hundred thirty-six

Order is _____ , _____ , _____

- f. 479 , $400 + 80 + 1$, five hundred eleven

Order is _____ , _____ , _____



5 Write 4 numbers that can be formed from the digits 7 , 3 , 8 and arrange them from the smallest to the greatest.

The numbers are _____ , _____ , _____ , _____

Order is _____ , _____ , _____ , _____

6 Write 4 numbers that can be formed from the digits 4 , 5 , 3 and arrange them from the greatest to the smallest.

The numbers are _____ , _____ , _____ , _____

Order is _____ , _____ , _____ , _____



Place
a smiley
face



Assessment Chapter 3

1 Choose the correct answer.

- a. The value of the digit 7 in 713 is _____ (7 or 70 or 700)
b. Three hundred fourteen in standard form is _____ (340 or 314 or 413)
c. 851 in expanded form is _____
($800 + 50 + 1$ or $100 + 50 + 8$ or $500 + 80 + 1$)
d. $724 \text{ } \underline{\hspace{1cm}}$ 599 ($>$ or $<$ or $=$)
e. $88 \text{ } \underline{\hspace{1cm}}$ 114 ($>$ or $<$ or $=$)
f. Eleven in standard form is _____ (11 or 2 or 17)

2 Write in words.

- a. 70 _____
c. 321 _____

- b. 8 _____
d. 903 _____

3 a. Arrange from the smallest to the greatest "ascending".

341 , 240 , 52 , 245 , 99

Order is : _____ , _____ , _____ , _____ , _____

b. Arrange from the greatest to the smallest "descending".

751 , $500 + 70 + 1$, seven hundred eighty

Order is : _____ , _____ , _____



Accumulative Assessment

Till chapter 3

1 Find the result.

a.

$$\begin{array}{r} 14 \\ + 5 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 11 \\ + 6 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 33 \\ - 10 \\ \hline \end{array}$$

2 Write $>$, $<$ or $=$.

a. $13 - 4$ $3 + 10$

b. 740 99

c. 254 524

d. 111 200

3 Complete.

a. The value of the digit 3 in 835 is _____

c. 840 in expanded form is _____

e. 731 in word form is _____

b. $18 - \underline{\quad} = 15$

d. $\underline{\quad} + 6 = 14$

4 Sarah has 14 L.E. She bought a toy for 5 L.E.

How much money is remained with Sarah ?



5 Use the pictograph to answer.

a. How many students liked apple ? _____

b. How many more students liked apple than orange ? _____

c. How many students liked orange and mango ? _____

Favorite juice	
Apple	5
Orange	3
Mango	3

Key



= 2 students

CHAPTER

4



Outcomes and key vocabulary of chapter four

Lessons 31 & 32 :

Outcomes :

- Participate in calendar math activities.
- Explain the commutative property of addition.
- Apply mental math strategies to solve addition and subtraction problems.

Key vocabulary :

- Addend • Sum • Difference
- Addition strategies

Lesson 34 :

Outcomes :

- Participate in calendar math activities.
- Add two 2-digit numbers without regrouping.
- Decompose 2-digit numbers to solve addition story problems.

Key vocabulary :

- Decomposing • Ones • Tens

Lesson 36 :

Outcomes :

- Participate in calendar math activities.
- Use place value to estimate sums and differences.
- Solve 2-digit addition and subtraction problems without regrouping.

Key vocabulary :

- Sum • Difference • Estimate
- Estimation • Place value • Strategy

Lessons 38 & 39 :

Outcomes :

- Participate in calendar math activities.
- Decompose 2-digit numbers to solve addition problems.
- Mentally calculate sums of two 1-digit numbers.
- Solve 2-digit addition problems with and without regrouping.
- Model regrouping using pictures or manipulatives.

Key vocabulary :

- Ones • Tens • Addend
- Place value • Regrouping • Sum
- Compare • Equal • Greater than
- Less than

Lesson 33 :

Outcomes :

- Participate in calendar math activities.
- Decompose a 2-digit number into tens and ones.

Key vocabulary :

- Decomposing • Ones • Tens

Lesson 35 :

Outcomes :

- Participate in calendar math activities.
- Subtract 2-digit numbers without regrouping.
- Decompose 2-digit numbers to solve subtraction story problems.

Key vocabulary :

- Difference • Decomposing • Ones
- Tens • Subtract

Lesson 37 :

Outcomes :

- Participate in calendar math activities.
- Decompose 2-digit numbers to solve addition story problems.
- Use place value to estimate sums.

Key vocabulary :

- Decomposing • Estimate
- Estimation • Place value

Lesson 40 :

Outcomes :

- Participate in calendar math activities.
- Collaborate to add four 2-digit numbers.

Key vocabulary :

- Addend • Sum • Regrouping

4 Arrange from the greatest to the smallest "descending order".

- a. 830 , seven hundred eighty , $900 + 3$

Order is _____ , _____ , _____

- b. Five hundred thirty-eight , 79 , $500 + 80 + 3$

Order is _____ , _____ , _____

- c. 619 , $600 + 20$, six hundred nine

Order is _____ , _____ , _____

- d. Three hundred fifteen , 350 , $300 + 50 + 1$

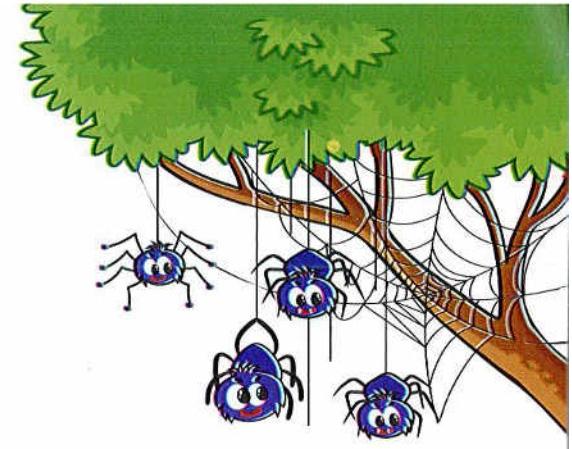
Order is _____ , _____ , _____

- e. $800 + 30 + 4$, 843 , eight hundred thirty-six

Order is _____ , _____ , _____

- f. 479 , $400 + 80 + 1$, five hundred eleven

Order is _____ , _____ , _____



5 Write 4 numbers that can be formed from the digits 7 , 3 , 8 and arrange them from the smallest to the greatest.

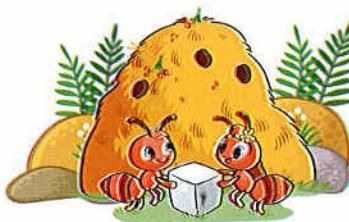
The numbers are _____ , _____ , _____ , _____

Order is _____ , _____ , _____ , _____

6 Write 4 numbers that can be formed from the digits 4 , 5 , 3 and arrange them from the greatest to the smallest.

The numbers are _____ , _____ , _____ , _____

Order is _____ , _____ , _____ , _____



Place
a smiley
face



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2 Write in words.

a. 70 _____

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c. 321 _____

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Order is : _____ , _____ , _____ , _____ , _____

b. Arrange from the greatest to the smallest "descending".

751 , $500 + 70 + 1$, seven hundred eighty

Order is : _____ , _____ , _____



Accumulative Assessment

Till chapter 3

1 Find the result.

a.

$$\begin{array}{r} 14 \\ + 5 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 11 \\ + 6 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 15 \\ - 7 \\ \hline \end{array}$$

d.

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b. 740 99

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a. How many students liked apple ? _____

b. How many more students liked apple than orange ? _____

c. How many students liked orange and mango ? _____

Favorite juice	
Apple	5
Orange	3
Mango	3

= 2 students

CHAPTER

4



Outcomes and key vocabulary of chapter four

Lessons 31 & 32 :

Outcomes :

- Participate in calendar math activities.
- Explain the commutative property of addition.
- Apply mental math strategies to solve addition and subtraction problems.

Key vocabulary :

- Addend • Sum • Difference
- Addition strategies

Lesson 34 :

Outcomes :

- Participate in calendar math activities.
- Add two 2-digit numbers without regrouping.
- Decompose 2-digit numbers to solve addition story problems.

Key vocabulary :

- Decomposing • Ones • Tens

Lesson 36 :

Outcomes :

- Participate in calendar math activities.
- Use place value to estimate sums and differences.
- Solve 2-digit addition and subtraction problems without regrouping.

Key vocabulary :

- Sum • Difference • Estimate
- Estimation • Place value • Strategy

Lessons 38 & 39 :

Outcomes :

- Participate in calendar math activities.
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- Mentally calculate sums of two 1-digit numbers.
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- Model regrouping using pictures or manipulatives.

Key vocabulary :

- Ones • Tens • Addend
- Place value • Regrouping • Sum
- Compare • Equal • Greater than
- Less than

Lesson 33 :

Outcomes :

- Participate in calendar math activities.
- Decompose a 2-digit number into tens and ones.

Key vocabulary :

- Decomposing • Ones • Tens

Lesson 35 :

Outcomes :

- Participate in calendar math activities.
- Subtract 2-digit numbers without regrouping.
- Decompose 2-digit numbers to solve subtraction story problems.

Key vocabulary :

- Difference • Decomposing • Ones
- Tens • Subtract

Lesson 37 :

Outcomes :

- Participate in calendar math activities.
- Decompose 2-digit numbers to solve addition story problems.
- Use place value to estimate sums.

Key vocabulary :

- Decomposing • Estimate
- Estimation • Place value

Lesson 40 :

Outcomes :

- Participate in calendar math activities.
- Collaborate to add four 2-digit numbers.

Key vocabulary :

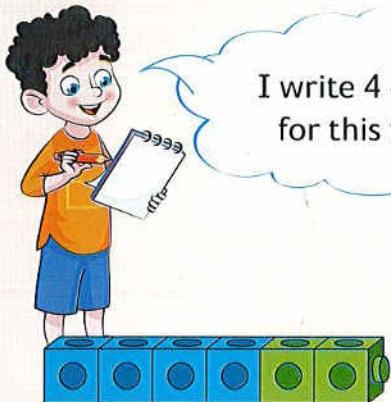
- Addend • Sum • Regrouping

Lessons 31 & 32

- Commutative property of addition
- Counting on and counting back

Learn Commutative property of addition

You can add in any order and the sum is the same.



$$4 + 2 = 6$$



$$2 + 4 = 6$$



Then the addition is commutative.



Check

Find the sum. The first one is done for you.

$$3 + 8 = \underline{\underline{11}}$$

$$3 + 9 = \underline{\underline{\quad\quad}}$$

$$1 + 8 = \underline{\underline{\quad\quad}}$$

$$8 + 3 = \underline{\underline{11}}$$

$$9 + 3 = \underline{\underline{\quad\quad}}$$

$$8 + 1 = \underline{\underline{\quad\quad}}$$

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ + 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ + 12 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 10 \\ \hline \end{array}$$

Notes for parents

- Ask your child to use small cubes to show $6 + 3$ and $3 + 6$, and then ask him/her to tell you why the two sums are the same.

Learn

Counting on and counting back

Use count on to add

What is $5 + 24$?

Start at 24.

Then count on 5 more.

25, 26, 27, 28, 29

The sum is 29.

Then : $5 + 24 = \textcolor{red}{29}$

Use count back to subtract

What is $43 - 6$?

Start at 43.

Then count back 6.

42, 41, 40, 39, 38, 37

The difference is 37.

Then : $43 - 6 = \textcolor{red}{37}$



Check

Count on to find the sum.

$53 + 7 = \underline{\hspace{2cm}}$

$9 + 14 = \underline{\hspace{2cm}}$

$8 + 61 = \underline{\hspace{2cm}}$

$20 + 6 = \underline{\hspace{2cm}}$

$5 + 87 = \underline{\hspace{2cm}}$

Count back to find the difference.

$31 - 1 = \underline{\hspace{2cm}}$

$26 - 5 = \underline{\hspace{2cm}}$

$44 - 9 = \underline{\hspace{2cm}}$

$13 - 7 = \underline{\hspace{2cm}}$

$60 - 2 = \underline{\hspace{2cm}}$



*Help your child add by count on starting with the greater number because it is easier than starting with the smaller number.

Exercise 14

- Commutative property of addition
- Counting on and counting back

On Lessons 31 & 32

1 Complete.

a. $7 + 8 = 8 + \underline{\quad}$

c. $\underline{\quad} + 5 = 5 + 3$

e. $5 + 15 = 15 + \underline{\quad}$

b. $7 + 4 = 4 + \underline{\quad}$

d. $8 + 4 = \underline{\quad} + 8$

f. $30 + \underline{\quad} = 9 + 30$

2 Color the addition sentences in each row that have the same sum.

a. $13 + 5$

12 + 5

5 + 13

b. $4 + 16$

16 + 4

15 + 4

c. $7 + 17$

7 + 16

16 + 7

d. $13 + 3$

13 + 2

2 + 13

3 Add.

a.
$$\begin{array}{r} 8 \\ + 5 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$$

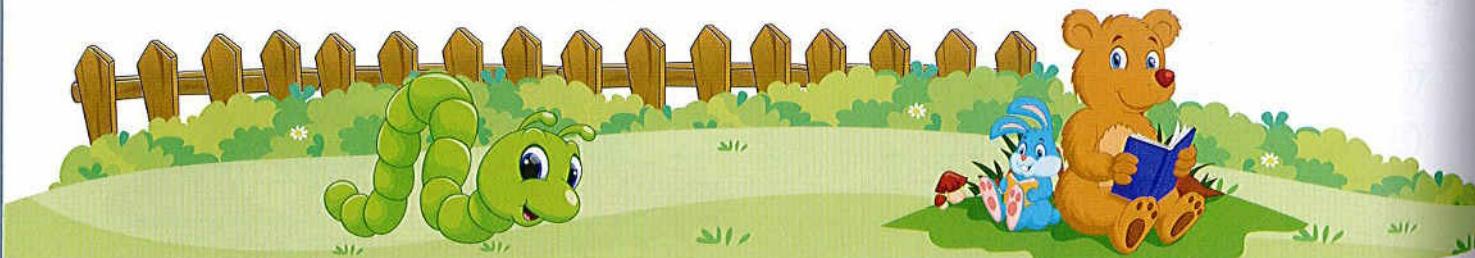
b.
$$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ + 3 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ + 9 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 14 \\ + 3 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ + 14 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 17 \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + 17 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 11 \\ + 8 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ + 11 \\ \hline \end{array}$$



4 Find the sum. Then rewrite the problems by switching the addends and solve it. The first one is done for you.

a. $3 + 15 = \underline{18}$  $15 + \underline{3} = \underline{18}$

b. $8 + 9 = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

c. $11 + 5 = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

d. $4 + 12 = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

e. $6 + 18 = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

f. $30 + 5 = \underline{\quad}$  $\underline{\quad} + \underline{\quad} = \underline{\quad}$

5 Join.

Count on to add and
count back to subtract.

a. $30 + 7$ •

• 48



b. $41 - 8$ •

• 37

c. $5 + 65$ •

• 33

d. $52 - 4$ •

• 70

6 Find the answer.

a. $35 + 7 =$ _____

d. $28 + 7 =$ _____

g. $32 + 5 =$ _____

j. $45 - 8 =$ _____

m. $19 - 3 =$ _____

p. $61 - 2 =$ _____

b. $72 + 8 =$ _____

e. $37 + 7 =$ _____

h. $24 + 6 =$ _____

k. $24 - 7 =$ _____

n. $23 - 4 =$ _____

q. $34 - 7 =$ _____

c. $42 + 6 =$ _____

f. $15 + 8 =$ _____

i. $59 + 6 =$ _____

l. $32 - 5 =$ _____

o. $15 - 9 =$ _____

r. $22 - 8 =$ _____

7 Write (✓) to the correct statement and (✗) to the incorrect statement.

a. $35 + 8 = 42$ ()

b. $7 + 8 = 8 + 7$ ()

c. $43 - 7 = 26$ ()

d. $52 - 3 = 49$ ()

e. $9 + 5 = 10 + 4$ ()

f. $25 + 9 = 33$ ()

g. $72 + 7 = 77$ ()

h. $18 - 9 = 9$ ()

i. $8 + 3 > 3 + 8$ ()

j. $42 - 6 = 36$ ()



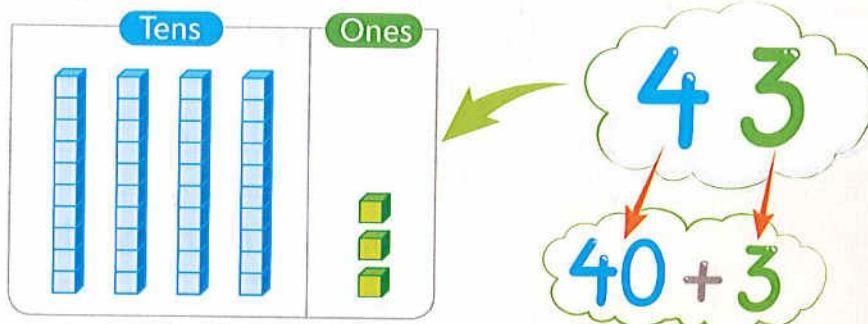
Place
a smiley
face

Lesson 33

Decomposing a 2-digit number

Learn

Decompose a 2-digit number means writing it as sum of tens and ones.



The digit 4 is in the tens place. This means 4 has a value of 40.



The digit 3 is in the ones place. This means 3 has a value of 3.

Check

Decompose the numbers. The first one is done for you.

11

11

26

20

+

6

59

+

71

+

Notes for parents

- Give your child a number of objects, such as paper clips (fewer than 100). Ask your child to put them in groups of tens and ones and tell you how many there are in all.

Exercise

15

Decomposing a 2-digit number

On Lesson 33

- 1** Circle what is the value of the blue digit.

a.

36

60 or 6

b.

57

5 or 50

c.

40

40 or 4

d.

73

30 or 3

e.

26

2 or 20

f.

61

1 or 10

g.

71

70 or 7

h.

67

60 or 6

i.

14

10 or 1

j.

54

50 or 5

k.

84

4 or 40

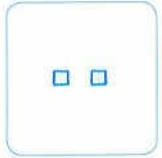
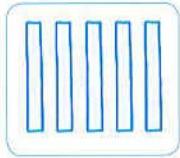
l.

51

1 or 10

- 2** Decompose the numbers. The first one is done for you.

a.



52

50

+ 2

b.



35

+

c.



67

+



25

d.

+

e.

+

f.

17

+



3 Choose the correct answer.

- | | |
|----------------------------------|-------------------|
| a. $40 + 2 = \underline{\quad}$ | (42 or 24 or 14) |
| b. $90 + 5 = \underline{\quad}$ | (59 or 509 or 95) |
| c. $6 + 70 = \underline{\quad}$ | (670 or 76 or 67) |
| d. $50 + 1 = \underline{\quad}$ | (501 or 51 or 15) |
| e. $9 + 10 = \underline{\quad}$ | (910 or 91 or 19) |
| f. $30 + 8 = \underline{\quad}$ | (38 or 83 or 308) |
| g. $70 + \underline{\quad} = 72$ | (2 or 20 or 22) |
| h. $\underline{\quad} + 5 = 35$ | (3 or 30 or 300) |
| i. $7 + \underline{\quad} = 87$ | (8 or 80 or 800) |

4 Match.

a. $50 + 4$ •

• 45

b. 79 •

• 97

c. $90 + 7$ •

• 68

d. $5 + 40$ •

• 54

e. $60 + 8$ •

• 70 + 9



Place
a smiley
face

Lesson

34

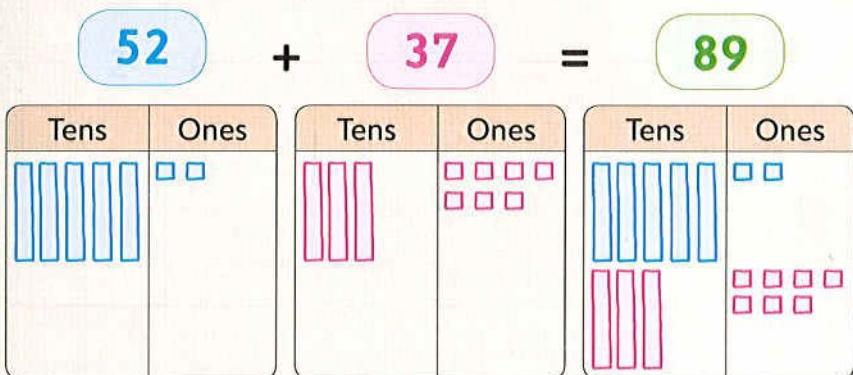
Adding tens and ones

Learn

- How to add $52 + 37$?

First way

Decompose by drawing sticks for tens and small squares for ones for each addend to add.



I added the ones

$$2 + 7 = 9$$

I added the tens

$$50 + 30 = 80$$

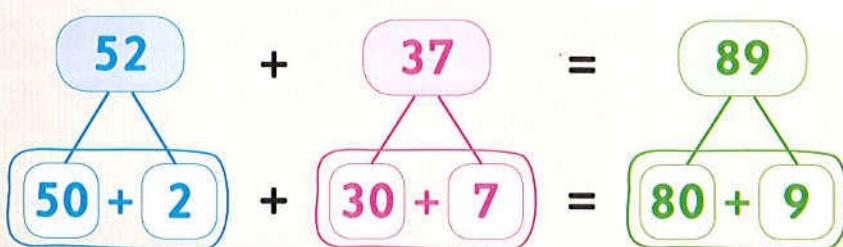
How many in all ?

$$80 + 9 = 89$$

So, $52 + 37 = 89$

Second way

Decompose each addend into tens and ones to add.



- Make sure that your child added ones to ones and tens to tens.
- Ask your child to explain how to decompose an addend.



Check

Draw sticks and small squares to add.

$23 + 16 = \underline{\quad}$

Tens	Ones

Tens	Ones

Tens	Ones

• Add the ones $\underline{\quad} + \underline{\quad} = \underline{\quad}$

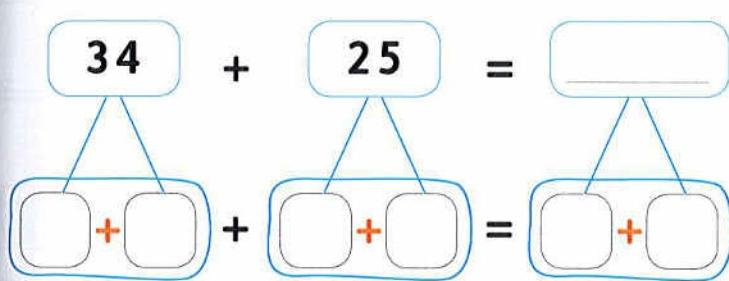
• Add the tens $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• How many in all ?

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

So, $23 + 16 = \underline{\quad}$

Decompose each addend to add.



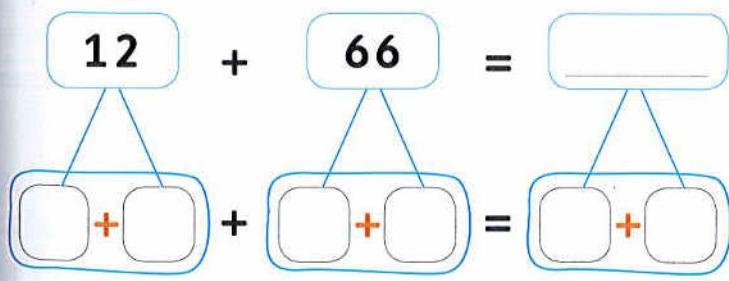
• Add the ones $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• Add the tens $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• How many in all ?

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

So, $34 + 25 = \underline{\quad}$



• Add the ones $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• Add the tens $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• How many in all ?

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

So, $12 + 66 = \underline{\quad}$



Help your child remember the two ways of addition to solve the problems in this page.

Exercise

16

Adding tens and ones

On Lesson 34

1 Draw sticks and small squares to add.

a. $34 + 42 =$ _____

Tens	Ones

Tens	Ones

Tens	Ones

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, $34 + 42 =$ _____

b. $15 + 51 =$ _____

Tens	Ones

Tens	Ones

Tens	Ones

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, $15 + 51 =$ _____

c. $22 + 74 =$ _____

Tens	Ones

Tens	Ones

Tens	Ones

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, $22 + 74 =$ _____

d. $67 + 20 =$ _____

Tens	Ones

Tens	Ones

Tens	Ones

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, $67 + 20 =$ _____



2 Decompose each addend to add.

a.

$$\begin{array}{ccc}
 52 & + & 14 \\
 \downarrow & & \downarrow \\
 \boxed{} & + & \boxed{} \\
 & + & \downarrow \\
 & \boxed{} & + \boxed{} & = & \boxed{}
 \end{array}$$

• Add the ones $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• Add the tens $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, $52 + 14 = \underline{\quad}$

b.

$$\begin{array}{ccc}
 31 & + & 43 \\
 \downarrow & & \downarrow \\
 \boxed{} & + & \boxed{} \\
 & + & \downarrow \\
 & \boxed{} & + \boxed{} & = & \boxed{}
 \end{array}$$

• Add the ones $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• Add the tens $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, $31 + 43 = \underline{\quad}$

c.

$$\begin{array}{ccc}
 36 & + & 63 \\
 \downarrow & & \downarrow \\
 \boxed{} & + & \boxed{} \\
 & + & \downarrow \\
 & \boxed{} & + \boxed{} & = & \boxed{}
 \end{array}$$

• Add the ones $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• Add the tens $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, $36 + 63 = \underline{\quad}$

d.

$$\begin{array}{ccc}
 24 & + & 11 \\
 \downarrow & & \downarrow \\
 \boxed{} & + & \boxed{} \\
 & + & \downarrow \\
 & \boxed{} & + \boxed{} & = & \boxed{}
 \end{array}$$

• Add the ones $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• Add the tens $\underline{\quad} + \underline{\quad} = \underline{\quad}$

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

So, $24 + 11 = \underline{\quad}$

3 Find the answer.

- a. Adel read 15 pages of a book in one day. In the next day he read 22 pages.
How many pages did he read in the two days ?

$$\boxed{} + \boxed{} = \boxed{}$$

Tens	Ones

Tens	Ones

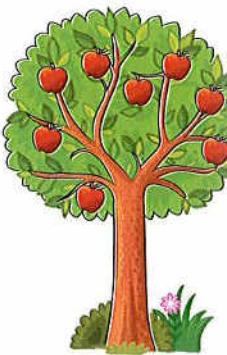
Tens	Ones



- b. A garden has 41 apple trees and 56 orange trees.
How many trees are there in the garden ?

$$\boxed{} + \boxed{} = \boxed{}$$

$$\boxed{+0} + \boxed{0+} = \boxed{+}$$



- c. Ahmed has 53 pounds. His father gave him 35 pounds as a present.
How much money does Ahmed have now ?



- d. Mary has 30 stamps. Her brother Maged has 45 stamps.
How many stamps do they have in all ?



4 Solve each of the following addition problems.

a.

5 2	Work area
+ 3 4	

b.

2 1	Work area
+ 1 8	

c.

3 6	Work area
+ 1 1	

d.

6 2	Work area
+ 2 5	

e.

8 3	Work area
+ 4	



Think:
4 is 4 ones
and
0 tens.

f.

7 3	Work area
+ 2 0	



Think:
20 is 2 tens
and
0 ones.

5 Find the result of each of the following.

a. $23 + 45 =$ _____
 c. $42 + 53 =$ _____
 e. $31 + 60 =$ _____
 g. $7 + 41 =$ _____
 i. $82 + 5 =$ _____

b. $14 + 15 =$ _____
 d. $63 + 26 =$ _____
 f. $33 + 25 =$ _____
 h. $14 + 15 =$ _____
 j. $56 + 22 =$ _____



Place
a smiley
face

Learn

- How to subtract $56 - 24$?

First way

Decompose by drawing sticks for tens and small squares for ones for the first number, then take away the second number to subtract.

$$56 - 24 = 32$$

Tens	Ones
	☒☒☒ ☒☐☐

Tens	Ones
	☐☐



I subtracted the ones

$$6 - 4 = 2$$

I subtracted the tens

$$50 - 20 = 30$$

How many in all ?

$$30 + 2 = 32$$

So, $56 - 24 = 32$

Second way

Decompose each number into tens and ones to subtract.

$$\begin{array}{ccc}
 56 & - & 24 \\
 50 + 6 & - & 20 + 4 \\
 & = & 30 + 2
 \end{array}$$

Notes for parents

- Make sure that your child subtracted the smaller number from the greater number and subtracted ones from ones and tens from tens.
- Ask your child to remember how to decompose the numbers.



Check

Draw sticks and small squares. Take away to subtract.

$$64 - 13 = \underline{\quad}$$

Tens	Ones

Tens	Ones

• Subtract the ones $\underline{\quad} - \underline{\quad} = \underline{\quad}$

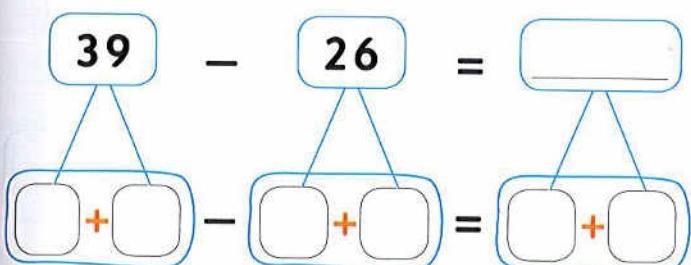
• Subtract the tens $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\text{So, } 64 - 13 = \underline{\quad}$$

Decompose each number to subtract.



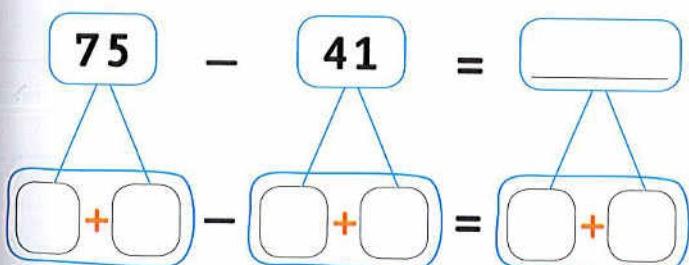
• Subtract the ones $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• Subtract the tens $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\text{So, } 39 - 26 = \underline{\quad}$$



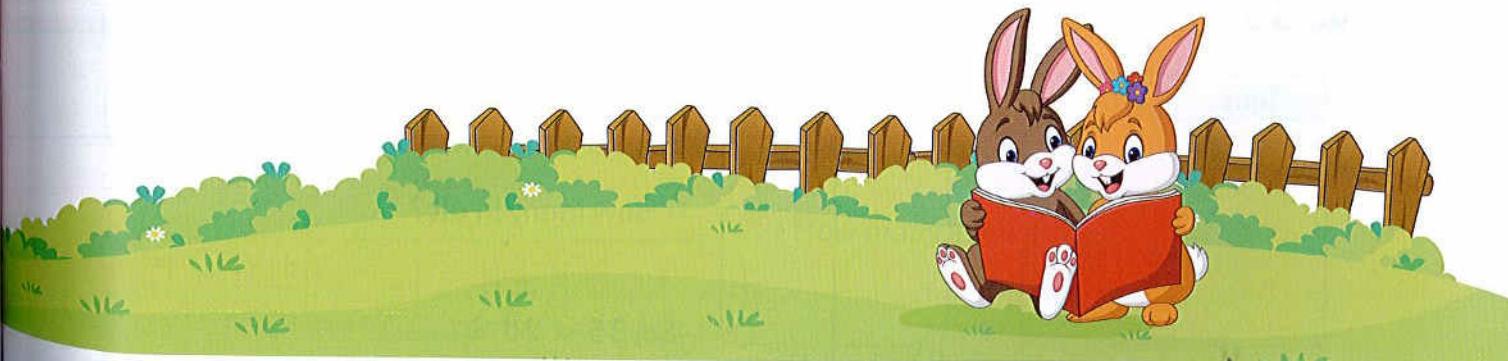
• Subtract the ones $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• Subtract the tens $\underline{\quad} - \underline{\quad} = \underline{\quad}$

• How many in all ?

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\text{So, } 75 - 41 = \underline{\quad}$$



Ask your child to remember the two ways of subtraction to solve the problems in this page.

Exercise

17

Subtracting tens and ones

On Lesson 35

- 1** Draw sticks and small squares to subtract.

a. $49 - 32 =$

Tens	Ones

Tens	Ones

• Subtract the ones _____ - _____ = _____

• Subtract the tens _____ - _____ = _____

• How many in all ?

_____ + _____ = _____

So, $49 - 32 =$ _____

b. $87 - 55 =$

Tens	Ones

Tens	Ones

• Subtract the ones _____ - _____ = _____

• Subtract the tens _____ - _____ = _____

• How many in all ?

_____ + _____ = _____

So, $87 - 55 =$ _____

c. $76 - 34 =$

Tens	Ones

Tens	Ones

• Subtract the ones _____ - _____ = _____

• Subtract the tens _____ - _____ = _____

• How many in all ?

_____ + _____ = _____

So, $76 - 34 =$ _____

d. $35 - 20 =$

Tens	Ones

Tens	Ones

• Subtract the ones _____ - _____ = _____

• Subtract the tens _____ - _____ = _____

• How many in all ?

_____ + _____ = _____

So, $35 - 20 =$ _____



2 Decompose each number into tens and ones to subtract.

a.

$$\begin{array}{ccc}
 94 & - & 52 \\
 \downarrow & & \downarrow \\
 +\square & - & +\square \\
 \hline
 \end{array} = \quad \quad \quad$$

• Subtract the ones $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

• Subtract the tens $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

• How many in all ?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\text{So, } 94 - 52 = \underline{\hspace{2cm}}$$

b.

$$\begin{array}{ccc}
 86 & - & 33 \\
 \downarrow & & \downarrow \\
 +\square & - & +\square \\
 \hline
 \end{array} = \quad \quad \quad$$

• Subtract the ones $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

• Subtract the tens $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

• How many in all ?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\text{So, } 86 - 33 = \underline{\hspace{2cm}}$$

c.

$$\begin{array}{ccc}
 77 & - & 16 \\
 \downarrow & & \downarrow \\
 +\square & - & +\square \\
 \hline
 \end{array} = \quad \quad \quad$$

• Subtract the ones $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

• Subtract the tens $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

• How many in all ?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\text{So, } 77 - 16 = \underline{\hspace{2cm}}$$

d.

$$\begin{array}{ccc}
 42 & - & 20 \\
 \downarrow & & \downarrow \\
 +\square & - & +\square \\
 \hline
 \end{array} = \quad \quad \quad$$

• Subtract the ones $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

• Subtract the tens $\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

• How many in all ?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\text{So, } 42 - 20 = \underline{\hspace{2cm}},$$

3 Find the answer.

- a. The number of pupils in a school is 96. If the number of boys is 41.
How many girls are there in this school ?

$$\boxed{} - \boxed{} = \boxed{}$$

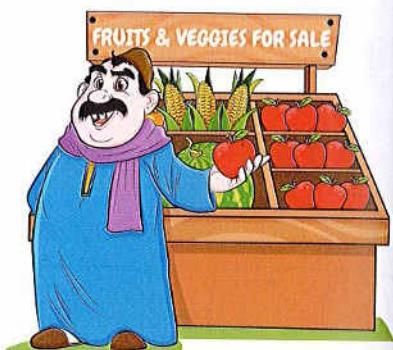
Tens	Ones

Tens	Ones



- b. A fruit seller has 98 apples. He sold 36 of them.
How many apples are remaining ?

$$\begin{array}{c} \boxed{} \\ \downarrow \\ \boxed{} + \boxed{} \end{array} - \begin{array}{c} \boxed{} \\ \downarrow \\ \boxed{} + \boxed{} \end{array} = \begin{array}{c} \boxed{} \\ \downarrow \\ \boxed{} + \boxed{} \end{array}$$



- c. Mostafa has 35 pounds. If he bought a chocolate bar for 15 pounds.
What is the remainder with him ?
-
-
-



- d. Karim has 38 marbles. His sister Karma has 23 marbles.
How many more marbles does Karim have than Karma ?
-
-
-



4 Find the difference in each of the following problems.

a.
$$\begin{array}{r} 79 \\ - 14 \\ \hline \end{array}$$

Work area

b.
$$\begin{array}{r} 17 \\ - 13 \\ \hline \end{array}$$

Work area

c.
$$\begin{array}{r} 26 \\ - 16 \\ \hline \end{array}$$

Work area

d.
$$\begin{array}{r} 82 \\ - 71 \\ \hline \end{array}$$

Work area

e.
$$\begin{array}{r} 38 \\ - 6 \\ \hline \end{array}$$

Work area



Think:
6 is 6 ones
and
0 tens.

f.
$$\begin{array}{r} 95 \\ - 40 \\ \hline \end{array}$$

Work area



Think:
40 is 4 tens
and
0 ones.

5 Find the result.

a. $53 - 12 =$ _____
 c. $78 - 68 =$ _____
 e. $49 - 25 =$ _____
 g. $58 - 34 =$ _____
 i. $68 - 40 =$ _____

b. $95 - 4 =$ _____
 d. $86 - 32 =$ _____
 f. $77 - 46 =$ _____
 h. $89 - 82 =$ _____
 j. $39 - 19 =$ _____



Place
a smiley
face

Lesson 36

Estimation to add and subtract 2-digit numbers

Learn Using numbers chart to estimate

Estimation is finding a number that is **close** to another number.

Estimation makes the numbers easier to add and subtract.

You can use the 120 chart to estimate a 2-digit number.

- 12 is closer to 10
- 58 is closer to 60

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

I can use the nearest ten to estimate.



Check

Use the 120 chart to estimate the following numbers.

a. 41 is closer to _____

b. 26 is closer to _____

c. 14 is closer to _____

d. 8 is closer to _____

e. 89 is closer to _____

f. 73 is closer to _____

g. 57 is closer to _____

h. 18 is closer to _____

i. 32 is closer to _____

- Make sure that your child understood the estimation.
- Find more numbers and ask your child to find the closer number.

Learn

Estimation to add and subtract using numbers chart

You can use the 120 chart to estimate in addition and subtraction.

- 48 is closer to 50
- 21 is closer to 20



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

In addition

48

$$\begin{array}{r} + \\ \hline 21 \end{array}$$

Think:

50

$$\begin{array}{r} + \\ \hline 20 \end{array}$$

70

So, $48 + 21$ is about 70

In subtraction

48

$$\begin{array}{r} - \\ \hline 21 \end{array}$$

Think:

50

$$\begin{array}{r} - \\ \hline 20 \end{array}$$

30

So, $48 - 21$ is about 30



Check

Use the 120 chart to estimate.

27

$$\begin{array}{r} + \\ \hline 11 \end{array}$$

Think:

$$\begin{array}{r} \boxed{} \\ \boxed{} \end{array}$$

$$\begin{array}{r} \boxed{} \end{array}$$

27 + 11 is about _____

62

$$\begin{array}{r} - \\ \hline 21 \end{array}$$

Think:

$$\begin{array}{r} \boxed{} \\ \boxed{} \end{array}$$

$$\begin{array}{r} \boxed{} \end{array}$$

62 - 21 is about _____

16

$$\begin{array}{r} + \\ \hline 40 \end{array}$$

Think:

$$\begin{array}{r} \boxed{} \\ \boxed{} \end{array}$$

$$\begin{array}{r} \boxed{} \end{array}$$

16 + 40 is about _____

59

$$\begin{array}{r} - \\ \hline 37 \end{array}$$

Think:

$$\begin{array}{r} \boxed{} \\ \boxed{} \end{array}$$

$$\begin{array}{r} \boxed{} \end{array}$$

59 - 37 is about _____

- Tell your child that estimation does not give you the exact answer but gives you a closer answer.

Learn

Estimation to add and subtract using place value

You can use place value to estimate in addition and subtraction.

Circle the highest place value in the first number and the second number.

Using tens can help you estimate.



In addition

In subtraction

Think:

31

+ 42

30

40

70

So, $31 + 42$ is about 70

Think:

54

- 23

50

- 20

30

So, $54 - 23$ is about 30



Check

Use place value strategy to estimate.

a.

52

+ 32

Think:

+

—

52 + 32 is about _____

b.

93

- 52

Think:

—

—

93 - 52 is about _____

c.

11

+ 63

Think:

—

—

11 + 63 is about _____

d.

36

- 14

Think:

—

—

36 - 14 is about _____

- Let your child use the place value strategy to estimate the sum or the difference.

Exercise 18

Estimation to add and subtract 2-digit numbers

On Lesson 36

- 1** Use the 120 chart to estimate the following numbers.

- a. 27 is closer to _____
 b. 71 is closer to _____
 c. 82 is closer to _____
 d. 87 is closer to _____
 e. 9 is closer to _____
 f. 57 is closer to _____
 g. 38 is closer to _____
 h. 41 is closer to _____
 i. 64 is closer to _____
 j. 12 is closer to _____



- 2** Use the 120 chart to estimate.

a.

$$\begin{array}{r}
 37 \\
 + 22 \\
 \hline
 \end{array}$$

Think:

37 + 22 is about _____

b.

$$\begin{array}{r}
 73 \\
 - 21 \\
 \hline
 \end{array}$$

Think:

73 - 21 is about _____

c.

$$\begin{array}{r}
 58 \\
 + 27 \\
 \hline
 \end{array}$$

Think:

58 + 27 is about _____

d.

$$\begin{array}{r}
 68 \\
 - 21 \\
 \hline
 \end{array}$$

Think:

68 - 21 is about _____

e.

$$\begin{array}{r}
 18 \\
 + 42 \\
 \hline
 \end{array}$$

Think:

18 + 42 is about _____

f.

$$\begin{array}{r}
 49 \\
 - 28 \\
 \hline
 \end{array}$$

Think:

49 - 28 is about _____



3 Use place value strategy to estimate.

a.

$$\begin{array}{r} 31 \\ + 63 \\ \hline \end{array}$$

Think:

31 + 63 is about _____

b.

$$\begin{array}{r} 49 \\ - 27 \\ \hline \end{array}$$

Think:

49 – 27 is about _____

c.

$$\begin{array}{r} 42 \\ + 33 \\ \hline \end{array}$$

Think:

42 + 33 is about _____

d.

$$\begin{array}{r} 49 \\ - 18 \\ \hline \end{array}$$

Think:

49 – 18 is about _____

e.

$$\begin{array}{r} 53 \\ - 21 \\ \hline \end{array}$$

Think:

53 – 21 is about _____

f.

$$\begin{array}{r} 27 \\ + 37 \\ \hline \end{array}$$

Think:

27 + 37 is about _____

g.

$$\begin{array}{r} 91 \\ - 23 \\ \hline \end{array}$$

Think:

91 – 23 is about _____

h.

$$\begin{array}{r} 87 \\ + 19 \\ \hline \end{array}$$

Think:

87 + 19 is about _____

4 Choose.

a. $72 - 31$ is about _____

(30 or 40 or 50)

b. $84 - 12$ is about _____

(70 or 80 or 90)

c. $53 + 34$ is about _____

(20 or 80 or 90)

d. $31 - 14$ is about _____

(20 or 30 or 40)

5 Find the answer.

- a. A bookstore sold 34 books on Wednesday and 23 books on Thursday.

Estimate how many books sold on the two days.



- b. Ayman collected 63 stamps. He gave 42 to his friend.

Estimate how many stamps were left.



6 Problem Solving :

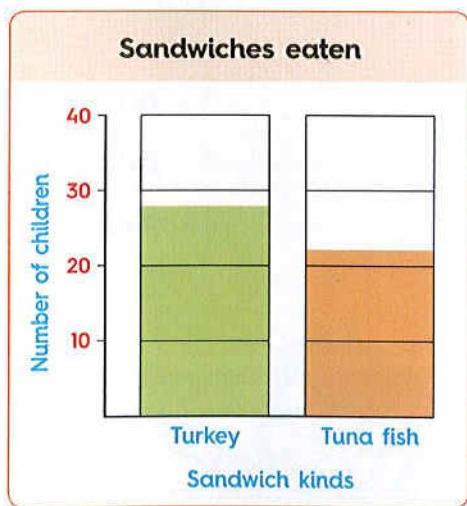
This graph shows how many children chose sandwiches for lunch.

- a. About how many children chose turkey sandwiches ?

- b. About how many children chose tuna fish sandwiches ?

- c. About how many children in all chose sandwiches for lunch ?

- d. About how many more children chose turkey than tuna fish sandwiches ?



Place
a smiley
face

**Lesson
37**

Accepted or not accepted estimation

Learn

- Estimate the sum of $23 + 31$

My estimation is 50.

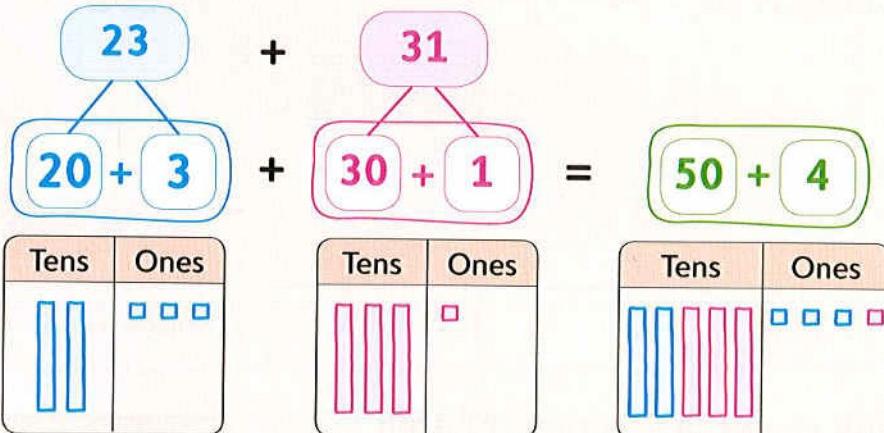


By using the place value strategy.

$$20 + 30 = 50$$

So, the estimation is 50.

- Finding the actual sum to check if the estimation is accepted or is not accepted.



Add the ones : $3 + 1 = 4$

Add the tens : $20 + 30 = 50$

Find the actual sum : $50 + 4 = 54$



The actual sum is **close** to my estimation :

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Then my estimation is **accepted**.

Notes for parents

- Tell your child that estimation does not give you the actual sum.
- Use the 120 chart to compare his/her estimation and the actual sum.

Learn

- Estimate the sum of $27 + 38$

My estimation is 50.

By using the place value strategy.

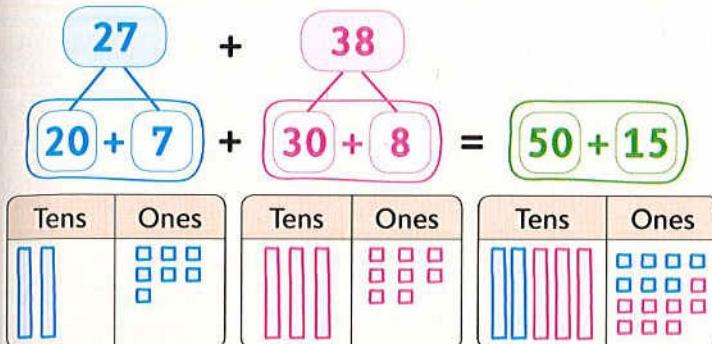
So, the estimation is 50.

Think

$$20 + 30 = 50$$



- Finding the actual sum to check if the estimation is accepted or is not accepted.



Add the ones : $7 + 8 = 15$

Add the tens : $20 + 30 = 50$

Find the actual sum : $50 + 15 = 65$



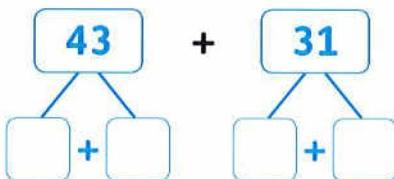
The actual sum is **not close** to my estimation :

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70

Then my estimation is **not accepted**.



Check



My estimation is _____

- Add the ones _____ + _____ = _____
- Add the tens _____ + _____ = _____
- Find the actual sum _____ + _____ = _____



Choose My estimation is : Accepted.

Not accepted.

- Ask your child to think why that estimation using place value strategy does not always give you accepted estimation.

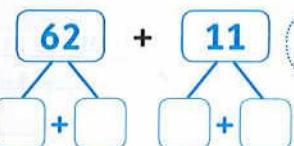
Exercise 19

Accepted or not accepted estimation

On Lesson 37

1 Estimate the sum. Find the actual sum.

Choose if your estimation is accepted or not accepted.

a.  My estimation is _____

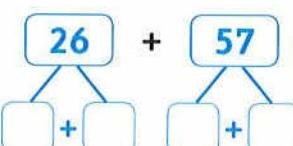
• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

b.  My estimation is _____

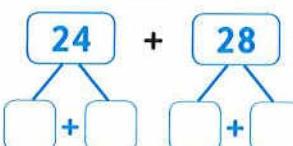
• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

c.  My estimation is _____

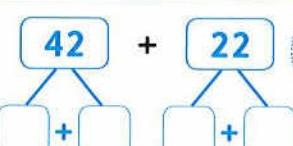
• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

d.  My estimation is _____

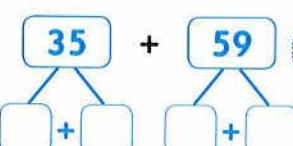
• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

e.  My estimation is _____

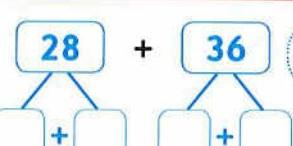
• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

f.  My estimation is _____

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

g. $51 + 42$

My estimation is _____

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

i. $17 + 22$

My estimation is _____

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

h. $39 + 21$

My estimation is _____

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

j. $11 + 31$

My estimation is _____

• Add the ones _____ + _____ = _____

• Add the tens _____ + _____ = _____

• Find the actual sum _____ + _____ = _____

Choose My estimation is :

Accepted Not accepted

2 Estimate the sum. Find the actual sum. Choose if your estimation is accepted or not accepted.

a. $31 + 22$

Estimation = _____

Actual sum = _____

Accepted Not accepted

b. $48 + 37$

Estimation = _____

Actual sum = _____

Accepted Not accepted

c. $57 + 19$

Estimation = _____

Actual sum = _____

Accepted Not accepted

d. $19 + 71$

Estimation = _____

Actual sum = _____

Accepted Not accepted



Place
a smiley
face

Lessons
38 & 39

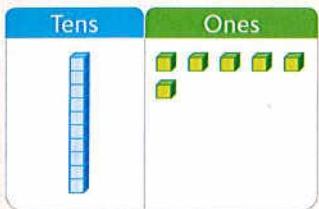
Regrouping for addition

Learn

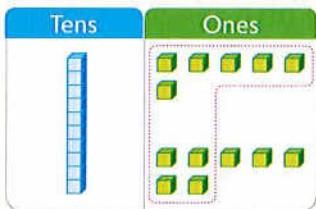
Regrouping means changing the way you group your tens and ones.



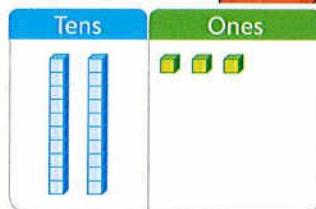
Add **7** to **16** How many in all ?



Start with **16**



Add **7**



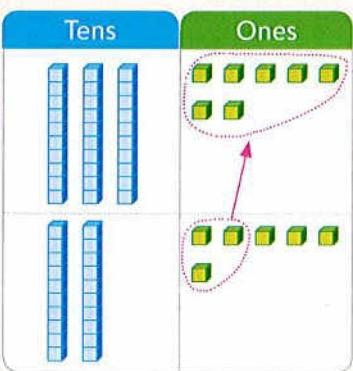
Regroup 10 ones as 1 ten.
2 tens and **3** ones
23 in all.

Model 2-digit addition

Add **37** and **26**

Step 1

Show 37 and 26.
Count the ones.
Think can you make a ten ?

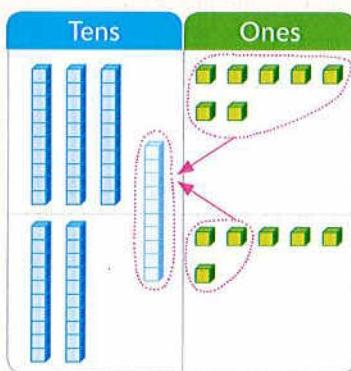


Yes

No

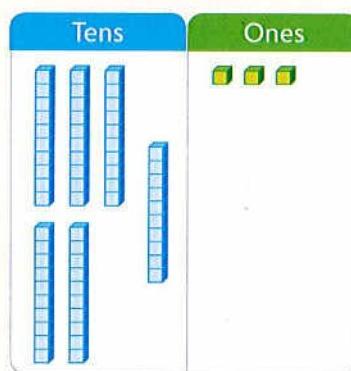
Step 2

If you can make a ten, regroup.



Step 3

Write how many tens and ones.
Write the sum.



6 tens 3 ones
 $60 + 3$
63

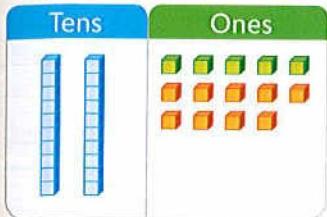
Notes for parents

- Ask your child how to group 5 ones and 8 ones as tens and ones (1 ten and 3 ones).

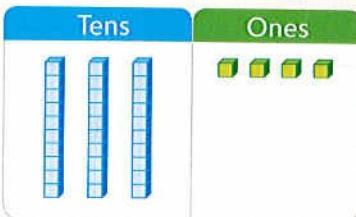
Learn

- Do you need to regroup to add ?

$$25 + 9 = 34$$

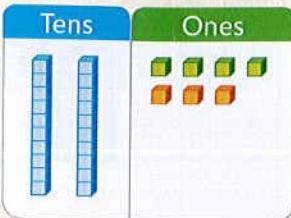


Start with **25**. Add **9**.
You have **more than 9** ones.



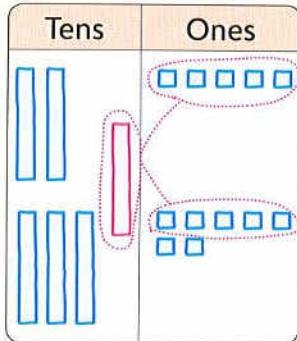
You need to regroup.

$$24 + 3 = 27$$

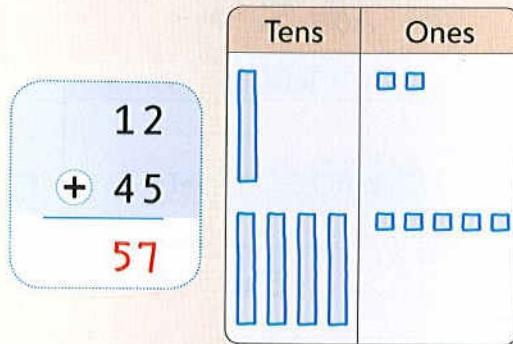


You have **less than 10** ones.
You do not need to regroup.

$$\begin{array}{r} 25 \\ + 37 \\ \hline 62 \end{array}$$



The total ones is **more than 9**.
You need to regroup, then regroup **12** ones as **1 ten 2 ones**.



The total ones is **less than 10**.
You do not need to regroup.



Check

Find the sum. Choose if you add with or without regrouping.

43

+

18

=

Tens	Ones

Tens	Ones

Tens	Ones

Choose :

With regrouping

Without regrouping

* Ask your child why regrouping is needed to find sum 67+5.

Exercise 20

Regrouping for addition

On Lessons 38 & 39

1 Find the sum.

- a. Add $34 + 8$

Tens	Ones

Show 34

Tens	Ones

Add 8

Tens	Ones

_____ tens, _____ ones,

_____ in all.

- b. Add $52 + 9$

Tens	Ones

Show 52

Tens	Ones

Add 9

Tens	Ones

_____ tens, _____ ones,

_____ in all.

- c. Add $27 + 6$

Tens	Ones

Show 27

Tens	Ones

Add 6

Tens	Ones

_____ tens, _____ ones,

_____ in all.

- d. Add $45 + 7$

Tens	Ones

Show 45

Tens	Ones

Add 7

Tens	Ones

_____ tens, _____ ones,

_____ in all.



2 Write how many in all. The first one is done for you.

There are 17 birds. 8 more come. How many birds in all ?

a.

Tens	Ones
1	7

Start with 17

Tens	Ones
1	7

Add 8

Tens	Ones
2	5

Regroup 10 ones as 1 ten

2 tens, 5 ones,

25 in all.

b. 35 birds. 7 more come.

Tens	Ones
3	5

Start with 35

Tens	Ones
3	5

Add 7

Tens	Ones
3	5

Regroup

_____ tens, _____ ones,

_____ in all.

c. 54 birds. 9 more come.

Tens	Ones
5	4

Start with 54

Tens	Ones
5	4

Add 9

Tens	Ones
5	4

Regroup

_____ tens, _____ ones,

_____ in all.

3 Draw sticks for tens and small squares for ones to represent each addend. Regroup the ones. Find the sum.

a.

23

+

39

=

Tens	Ones

Tens	Ones

Tens	Ones

b.

58

+

15

=

Tens	Ones

Tens	Ones

Tens	Ones

c.

74

+

16

=

Tens	Ones

Tens	Ones

Tens	Ones

d.

65

+

26

=

Tens	Ones

Tens	Ones

Tens	Ones



4 Use  , draw  and .

The first one is done for you.



Show this many.	Add this many.	Do you need to regroup?	Add.
a. 36	8	Yes	$36 + 8 = 44$
b. 23	4	_____	$23 + 4 =$ _____
c. 19	5	_____	$19 + 5 =$ _____
d. 75	3	_____	$75 + 3 =$ _____
e. 34	37	_____	$34 + 37 =$ _____
f. 58	24	_____	$58 + 24 =$ _____
g. 72	15	_____	$72 + 15 =$ _____

5 Find the sum. Choose if you add with or without regrouping.

a. 26 + 53 = _____

Tens	Ones

Tens	Ones

Tens	Ones

Choose :

With regrouping

Without regrouping

b. 49 + 12 = _____

Tens	Ones

Tens	Ones

Tens	Ones

Choose :

With regrouping

Without regrouping

c. 37 + 23 = _____

Tens	Ones

Tens	Ones

Tens	Ones

Choose :

With regrouping

Without regrouping

6 Find the sum of each of the following.

a.

$$\begin{array}{r} 34 \\ + 7 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 19 \\ + 8 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 7 \\ + 45 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 28 \\ + 5 \\ \hline \end{array}$$

e.

$$\begin{array}{r} 17 \\ + 29 \\ \hline \end{array}$$

f.

$$\begin{array}{r} 23 \\ + 35 \\ \hline \end{array}$$

g.

$$\begin{array}{r} 41 \\ + 14 \\ \hline \end{array}$$

h.

$$\begin{array}{r} 74 \\ + 16 \\ \hline \end{array}$$

i.

$$\begin{array}{r} 46 \\ + 38 \\ \hline \end{array}$$

j.

$$\begin{array}{r} 28 \\ + 14 \\ \hline \end{array}$$

k.

$$\begin{array}{r} 76 \\ + 17 \\ \hline \end{array}$$

l.

$$\begin{array}{r} 69 \\ + 25 \\ \hline \end{array}$$

7 Find the sum of each of the following.

a. $34 + 12 =$ _____

b. $22 + 14 =$ _____

c. $15 + 17 =$ _____

d. $29 + 8 =$ _____

e. $61 + 19 =$ _____

f. $39 + 28 =$ _____

g. $27 + 27 =$ _____

h. $49 + 14 =$ _____

i. $28 + 43 =$ _____

j. $29 + 49 =$ _____

k. $73 + 7 =$ _____

l. $30 + 17 =$ _____



Place
' a smiley
face

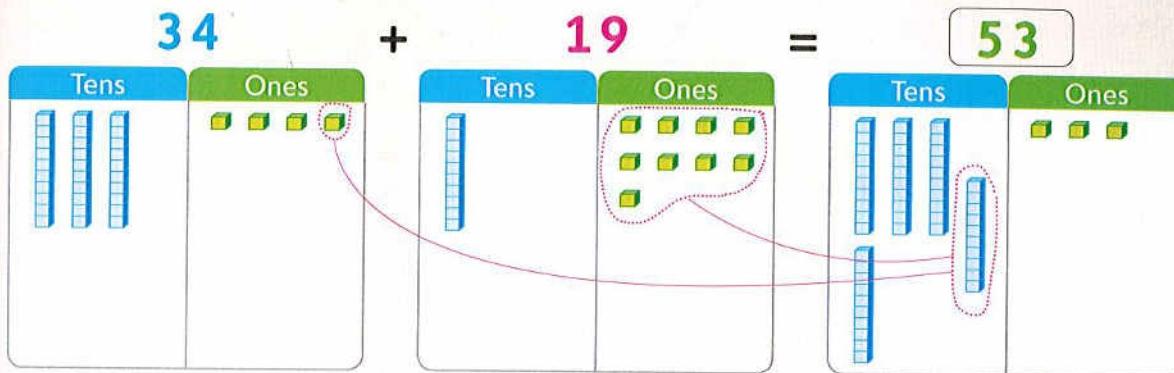
Lesson

40**Adding four 2-digit numbers****Learn**

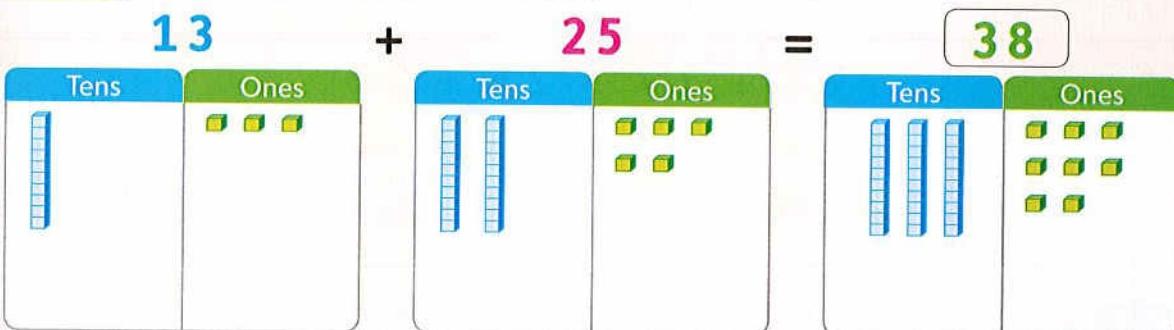
$$\text{Add } 34 + 19 + 13 + 25$$

To add four 2-digit numbers, follow these steps.

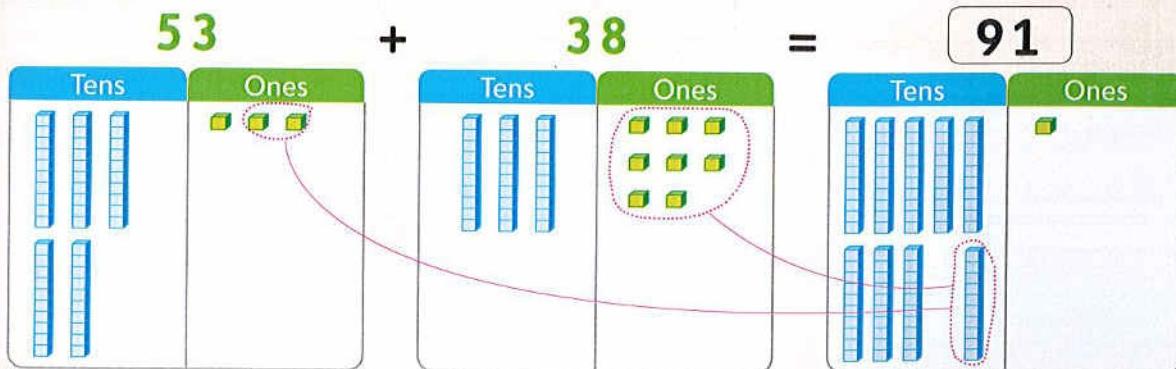
Step 1 Add the first two numbers.



Step 2 Add the last two numbers.



Step 3 Add the two sums to find the total sum.

**Notes for parents**

- Your child can choose any two numbers to add first because he/she can add in any order.



Check

Add to find the total.

$$14 + 22 + 36 + 17$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

$$27 + 19 + 21 + 13$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

Notes for parents

- Your child can look for numbers that make a ten such as 19 + 21.

Exercise 21

Adding four 2-digit numbers

On Lesson 40

- 1 Add to find the total.

a.

$$13 + 31 + 19 + 25$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

b.

$$38 + 9 + 15 + 36$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

Tens	Ones

Tens	Ones

Tens	Ones

2 Add each of the following.

a $14 + 27 + 18 + 26$

b $9 + 27 + 15 + 36$

c $48 + 7 + 12 + 15$

d $57 + 5 + 19 + 17$

e $37 + 25 + 12 + 17$

f $23 + 18 + 31 + 9$

g $17 + 18 + 19 + 16$

h $17 + 28 + 14 + 16$



Place
a smiley
face



Assessment Chapter 4

1 Choose the correct answer.

a. $51 + 23$ is about _____

50

60

70

80

b. $62 - 44$ is about _____

20

40

80

90

c. $12 + 32$ is about _____

30

40

50

60

2 Add.

a.

$$\begin{array}{r} 24 \\ + 35 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 52 \\ + 29 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 18 \\ + 4 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 64 \\ + 12 \\ \hline \end{array}$$

3 Subtract.

a.

$$\begin{array}{r} 39 \\ - 12 \\ \hline \end{array}$$

b.

$$\begin{array}{r} 57 \\ - 25 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 98 \\ - 65 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 29 \\ - 7 \\ \hline \end{array}$$

4 Bassem has 26 coins. He gave his brother 13 coins.

How many coins are left with him ?



5 Find the sum.

a. $15 + 27 + 28 + 13$

b. $32 + 17 + 27 + 9$

Accumulative Assessment

Till chapter 4

1 Choose the correct answer.

- a. The value of the digit 5 in 542 is ____ (5 or 50 or 500)
b. $27 + 10 =$ ____ (17 or 37 or 28)
c. 79 ____ 210 ($>$ or $=$ or $<$)
d. $17 -$ ____ $= 8$ (7 or 8 or 9)
e. ____ $+ 8 = 14$ (6 or 8 or 9)

2 Find the result.

- a. $25 + 17 =$ ____
c. $87 - 12 =$ ____
b. $32 + 47 =$ ____
d. $39 - 25 =$ ____

3 Write in standard form.

- a. $700 + 50 + 9 =$ ____
b. Two hundred thirty-four ____
c. Eight hundreds five ones ____

4 Match.

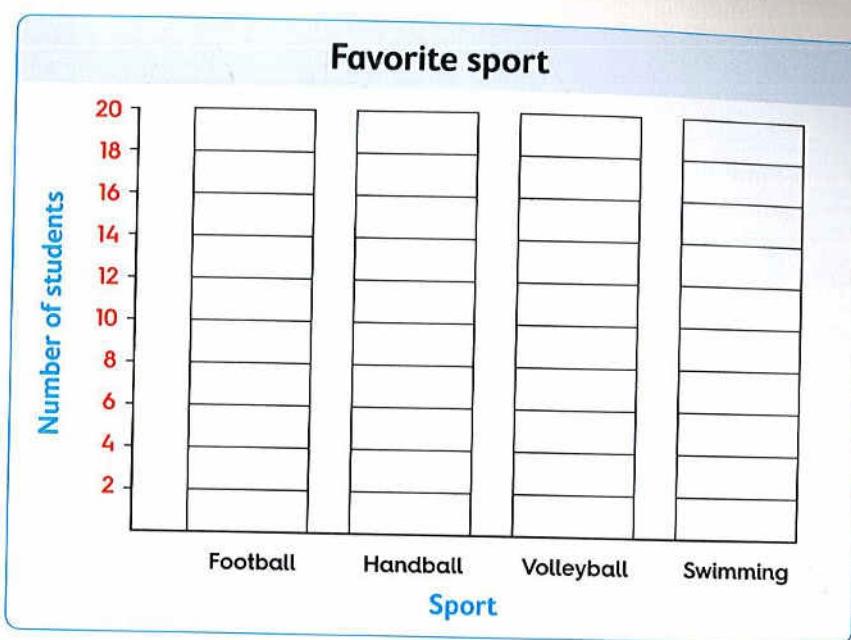
- a. $34 + 15$ •
b. Thirty-eight •
c. $79 - 14$ •
d. $79 <$ ____ •

- 83
• 65
• 49
• 38



5 Read the table to color the bar graph.

Favorite sport	
Sport	Number of students
Football	16
Handball	8
Volleyball	12
Swimming	18



Answer the questions.

- What is the number of students who liked football and handball? _____
- How many more students liked swimming than volleyball? _____
- What is the number of students who liked football , handball , volleyball and swimming ? _____



5

CHAPTER



Outcomes and key vocabulary of chapter five

Lessons 41 & 42

Outcomes :

- Participate in calendar math activities.
- Describe the attributes of two-dimensional shapes.
- Sort two-dimensional shapes based on attributes.

- Identify and name two-dimensional shapes.
- Identify shapes that have specified attributes.

Key vocabulary :

- | | | | | |
|--------------------------|------------------|-------------|-----------|-------------|
| • Two-dimensional shapes | • Attributes | • Sides | • Vertex | • Vertices |
| • Triangle | • Square | • Rectangle | • Rhombus | • Trapezium |
| • Hexagon | • Quadrilaterals | • Parallel | | • Pentagon |

Lessons 43 & 44

Outcomes :

- Participate in calendar math activities.
- Identify and draw two-dimensional shapes based on given attributes.
- Describe and identify two-dimensional shapes by their attributes.
- Arrange two-dimensional shapes to create a picture.

Key vocabulary :

- | | | | | |
|--------------------------|------------------|-------------|-----------|-------------|
| • Two-dimensional shapes | • Attributes | • Sides | • Vertex | • Vertices |
| • Triangle | • Square | • Rectangle | • Rhombus | • Trapezium |
| • Hexagon | • Quadrilaterals | | | • Pentagon |

Lessons 45 : 47

Outcomes :

- Participate in calendar math activities.
- Measure the lengths of objects in centimeters.
- Describe strategies for accurately measuring the lengths of objects.
- Explain the relationship between centimeters and meters.
- Measure objects to the nearest centimeter.
- Estimate lengths of objects to benchmark lengths of 1, 10, 50 and 100 cm.
- Estimate and confirm the length of an object.
- Measure the sides of two-dimensional shapes.

Key vocabulary :

- | | | | | |
|----------|---------------|-------------------|-------------|----------------------------|
| • Length | • Measurement | • Centimeter (cm) | • Meter (m) | • Standard unit of measure |
| • Ruler | • Estimate | • Estimation | | |

Lessons 48 : 50

Outcomes :

- Participate in calendar math activities.
- Identify and count attributes of three-dimensional shapes.
- Sort three-dimensional shapes based on attributes.
- Describe the attributes of three-dimensional shapes.

- Identify and name three-dimensional shapes.
- Identify three-dimensional shapes based on attributes.
- Build three-dimensional shapes.

Key vocabulary :

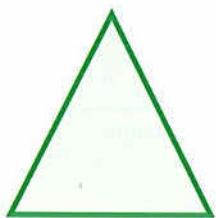
- | | | | | | |
|----------------------|---------|------------------------|----------|------------|----------|
| • Attributes | • Edges | • Faces | • Vertex | • Vertices | • Cube |
| • Rectangular prisms | | • Square-based pyramid | | • Cylinder | • Sphere |

Lessons
41 & 42

**Two-dimensional shapes
(2D shapes)**

Learn

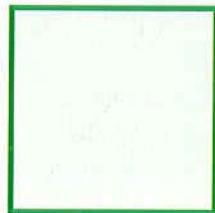
Two-dimensional shapes



Triangle

The triangle has :

- 3 sides
- 3 vertices



Square

The square has :

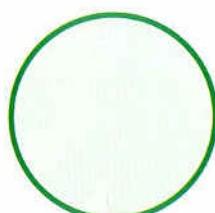
- 4 sides equal in length
- 4 vertices



Rectangle

The rectangle has :

- 4 sides
(2 sides are short and
2 sides are long)
- 4 vertices



Circle

The circle has :

no sides, no vertices



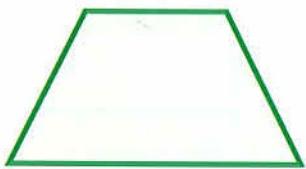
Remember

- Each two sides meet at a **vertex**.
- A **two-dimensional shape** is a flat shape.

Notes for parents

- Ask your child to show you an example of each shape in your home.

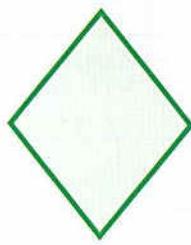
Learn



**Trapezoid
(Trapezium)**

The trapezoid has :

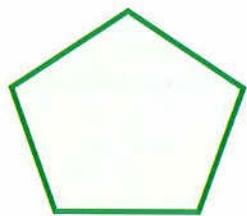
- 4 sides
(2 sides are parallel and 2 sides are not parallel)
- 4 vertices



Rhombus

The rhombus has :

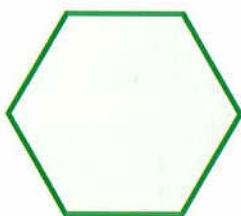
- 4 sides equal in length
- 4 vertices



Pentagon

The pentagon has :

- 5 sides
- 5 vertices



Hexagon

The hexagon has :

- 6 sides
- 6 vertices



► Hint

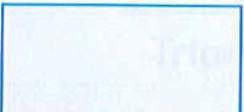
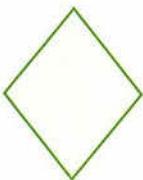
- All two-dimensional shapes with **4 sides** and **4 vertices** are called "**quadrilaterals**"
(for example : square, rectangle, trapezoid and rhombus).

- Help your child understand the meaning of "parallel". Give examples as railway.



Check

Complete the table.

Shape	Name	Number of sides	Number of vertices
a. 	Square	4	4
b. 	_____	_____	_____
c. 	_____	_____	_____
d. 	_____	_____	_____
e. 	_____	_____	_____
f. 	_____	_____	_____
g. 	_____	_____	_____

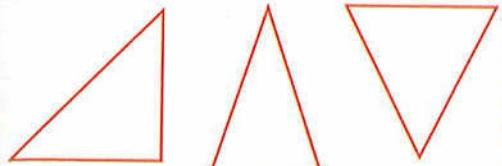
Notes for parents

- Help your child determine the number of sides and the number of vertices of each shape.

Learn Sorting 2D shapes

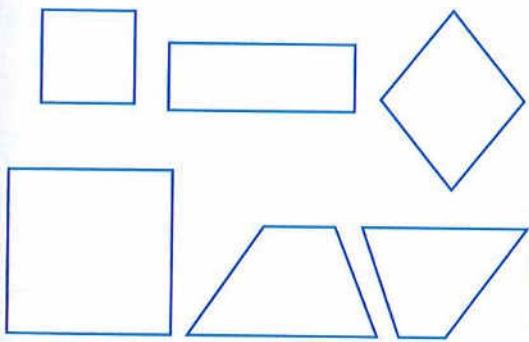
Shapes may be sorting based on their attributes.

Triangles

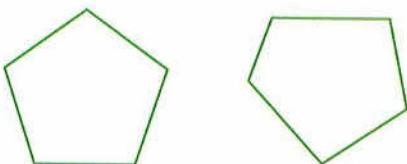


These triangles look different but each one of them has 3 sides and 3 vertices.

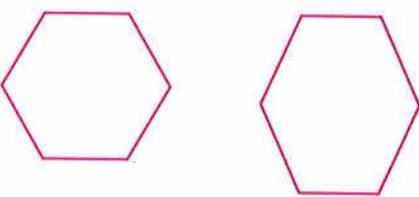
Quadrilaterals



Pentagons



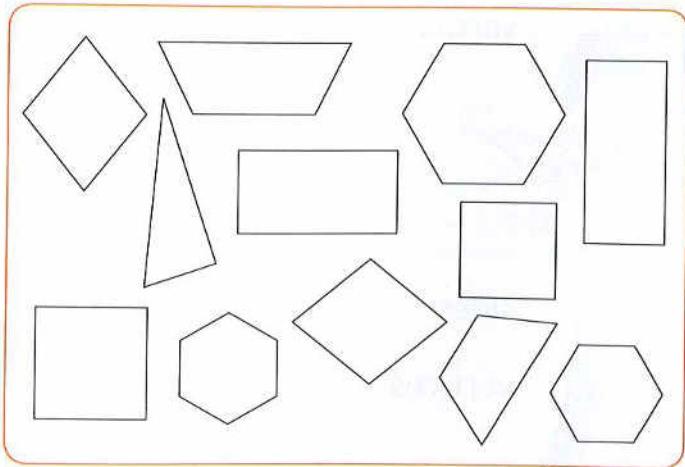
Hexagons



Check

Color.

- Color the hexagons **red**.
- Color the triangles **green**.
- Color the trapezoids **blue**.
- Color the rhombuses **yellow**.
- Color the squares **pink**.
- Color the rectangles **brown**.



• Help your child know that changing the size and the position of any shape does not change its name.

Exercise **22**

Two-dimensional shapes (2D shapes)

On Lessons 41 & 42

1 Use  to label each side. Use  to label each vertex.

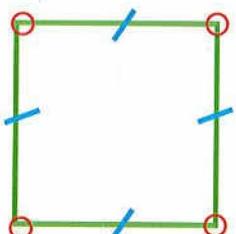
Write the name, and how many sides and vertices there are.

a.

Name : _____

_____ sides

_____ vertices

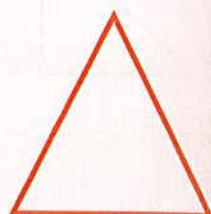


b.

Name : _____

_____ sides

_____ vertices



c.

Name : _____

_____ sides

_____ vertices

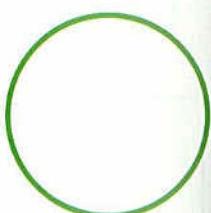


d.

Name : _____

_____ sides

_____ vertices

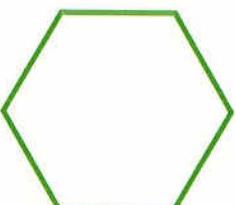


e.

Name : _____

_____ sides

_____ vertices

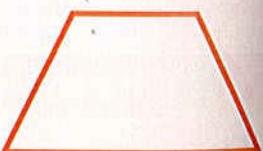


f.

Name : _____

_____ sides

_____ vertices

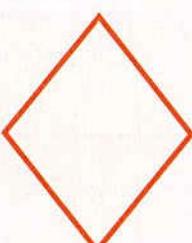


g.

Name : _____

_____ sides

_____ vertices

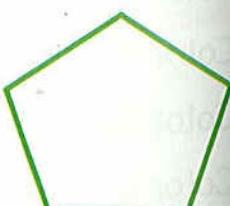


h.

Name : _____

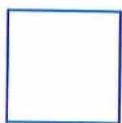
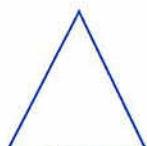
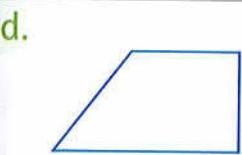
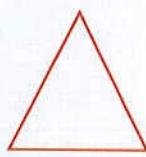
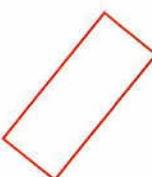
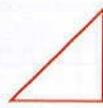
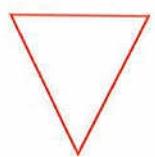
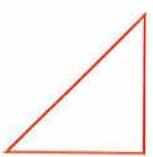
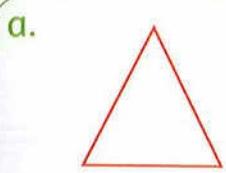
_____ sides

_____ vertices

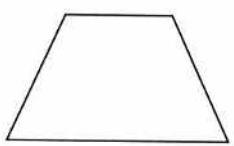
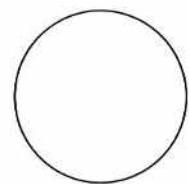
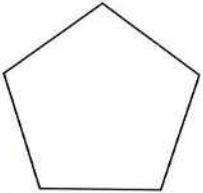
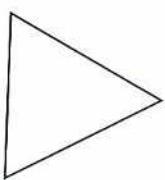
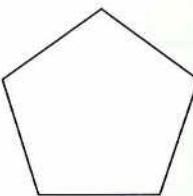
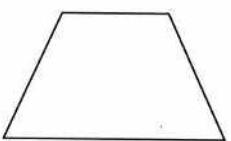
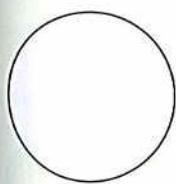
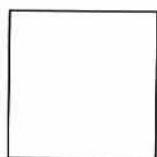
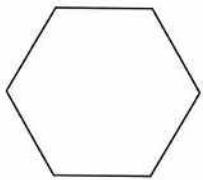
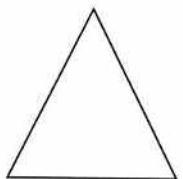
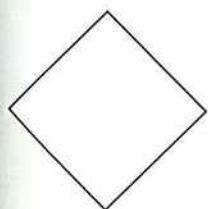


2 Circle the different shape.

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3 Color all quadrilaterals.



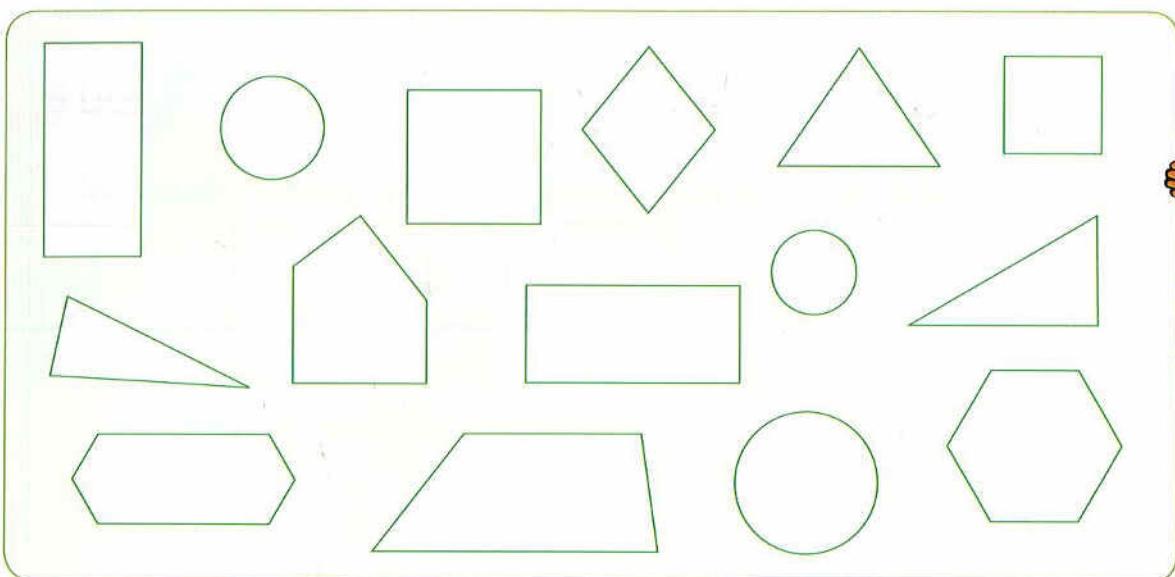
"Quadrilateral"

- "Quad" means "4"
- "Lateral" is related to the word "side"
- A quadrilateral is a shape made up of 4 sides

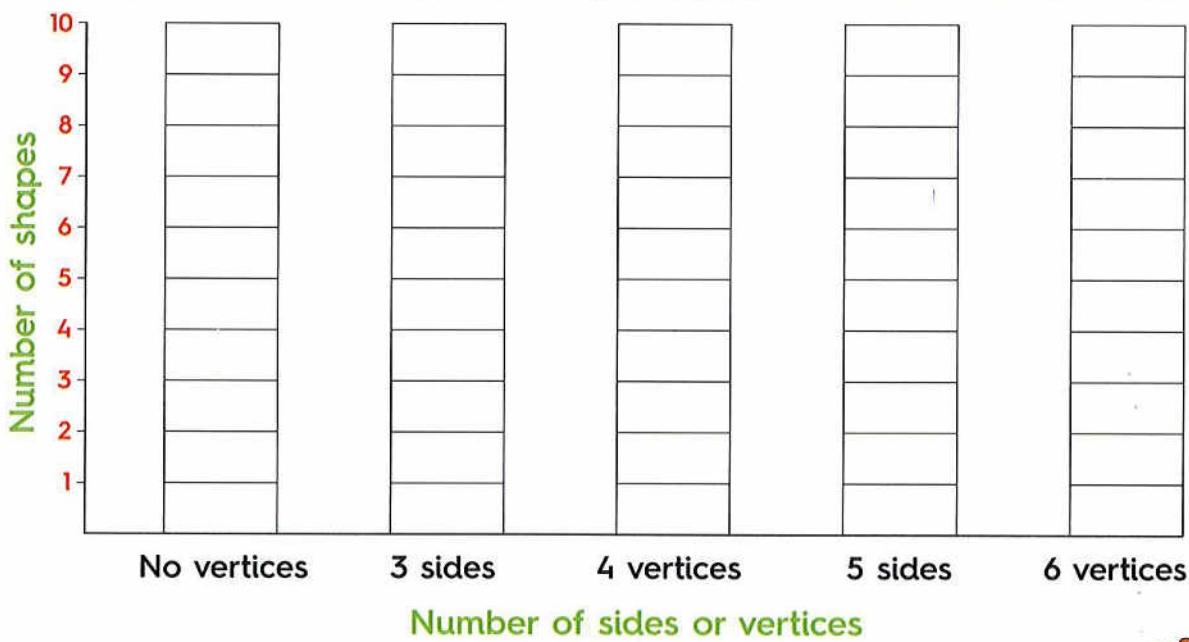


4 Sort the shapes by the number of sides and vertices.
Complete the bar graph. Answer the questions.

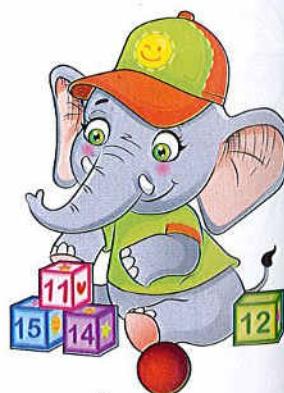
Remember :
Color 1 box for
each shape.



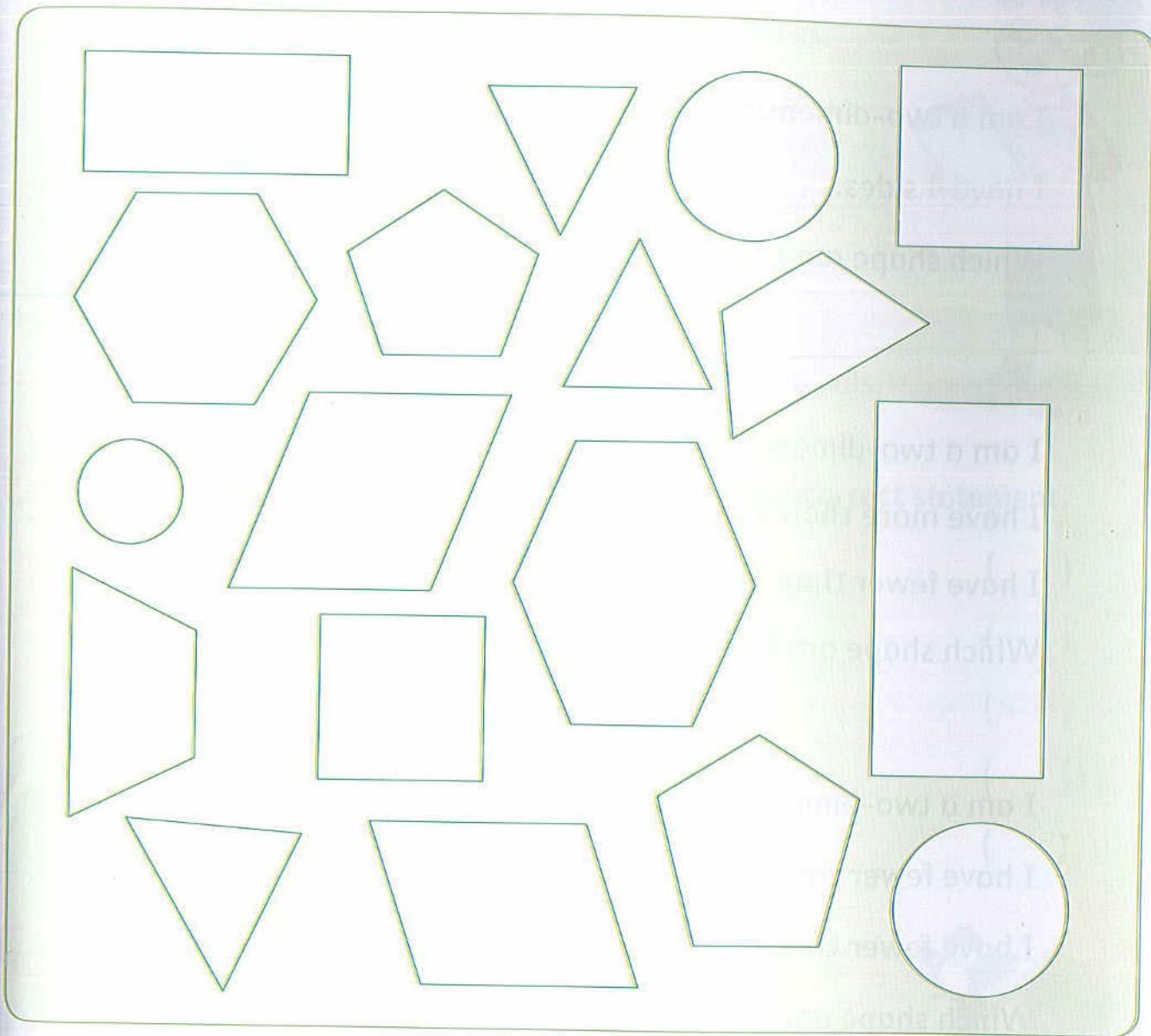
Sorting shapes



- Do more shapes have 3 sides or 5 sides ? _____
- Do more shapes have 4 vertices or no vertices ? _____
- How many squares and rectangles are there ? _____
- How many quadrilaterals are there ? _____



5 From the following shapes answer the questions.



Color the shapes with 5 vertices **yellow**.

Color the shapes with 4 sides and 4 vertices **green**.

Color the shapes with more than 5 vertices **red**.

Color the shapes with 3 or fewer sides **blue**.

Cross out the shapes that have 4 equal sides.

Circle the shapes that have no straight sides or vertices.



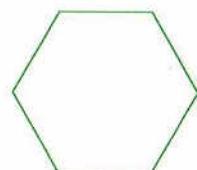
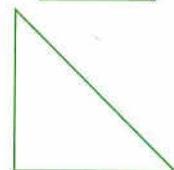
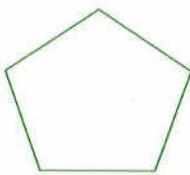
6 Circle the shape that answers the question.

a.

I am a two-dimensional shape.

I have 4 sides.

Which shape am I ?



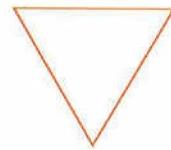
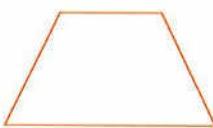
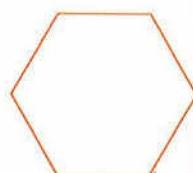
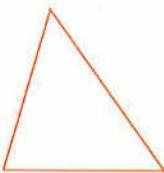
b.

I am a two-dimensional shape.

I have more than 3 sides.

I have fewer than 6 vertices.

Which shape am I ?



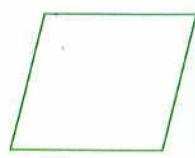
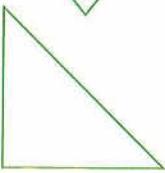
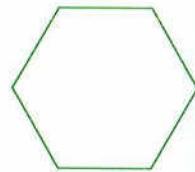
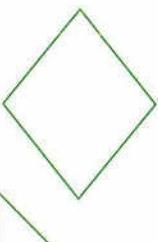
c.

I am a two-dimensional shape.

I have fewer than 6 sides.

I have fewer than 4 vertices.

Which shape am I ?



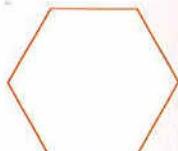
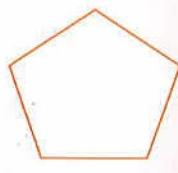
d.

I am a two-dimensional shape.

I have fewer than 6 vertices.

I have more than 4 sides.

Which shape am I ?



7 Complete.

- a. The rectangle has _____ sides and _____ vertices.
- b. The _____ has 3 sides and 3 vertices.
- c. The _____ has 5 sides.
- d. The _____ has 6 sides.
- e. The _____ has no sides.
- f. The _____, _____, _____, _____ are quadrilaterals.



8 Write (✓) to the correct statement and (✗) to the incorrect statement.

- a. The hexagon is a quadrilateral. ()
- b. The number of sides of the square equals 4. ()
- c. The triangle has 4 sides. ()
- d. The rectangle has 4 vertices. ()
- e. The circle has 1 side. ()

9 Match.

- | | | |
|-----------------|---|---------|
| a. Square has | • | 5 sides |
| b. Hexagon has | • | 3 sides |
| c. Pentagon has | • | 0 sides |
| d. Triangle has | • | 4 sides |
| e. Circle has | • | 6 sides |



Lessons
43 & 44

Drawing two-dimensional
shapes

Remember



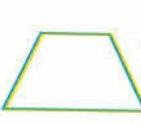
Triangle



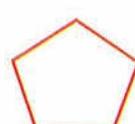
Square



Hexagon



Trapezoid
(Trapezium)



Pentagon



Circle



Rectangle



Rhombus



Check

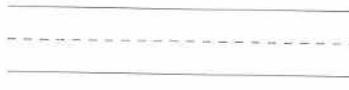
Draw the shapes. Write the names. The first one is done for you.

Draw a shape with 4 sides
and 4 vertices.



rectangle

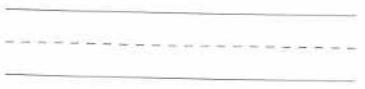
Draw a different shape
with 4 sides and 4 vertices.



Draw a shape with
0 vertices.



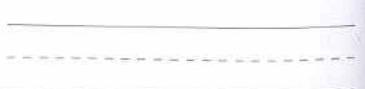
Draw a shape with 3 sides
and 3 vertices.



Draw a shape with 6 sides
and 6 vertices.



Draw a shape with 5 sides
and 5 vertices.



Notes for parents

- Your child will draw the shapes on the air before in the paper. Sometimes there is more than one correct answer as in numbers 1 and 2.

Exercise 23

Drawing two-dimensional shapes

On Lessons 43 & 44

1 Match.

a. The shape with 4 sides equal in length

• Hexagon

b. The shape with 5 sides

• Circle

c. The shape with 6 sides

• Pentagon

d. The shape with 4 sides (2 short sides equal in length, 2 long sides equal in length)

• Square

e. The shape with 0 vertices

• Rectangle

2 What shape am I? Draw the shapes. Write the names.

a.

I am a shape with 4 sides equal in length.

b.

I am a shape with 4 sides (2 short sides equal in length, 2 long sides equal in length).

c. I am a shape with 4 sides.
I am not a square or
a rectangle.

d. I am a shape with 4 sides.
I am not a square.

e. I am a shape with 0 vertices.

f. I am a shape with 6 sides and
6 vertices.

3 Challenge.

a. Can you draw a two-dimensional shape with only 2 sides ?

Yes

No

b. Can you draw a two-dimensional shape with 10 sides ?

Yes

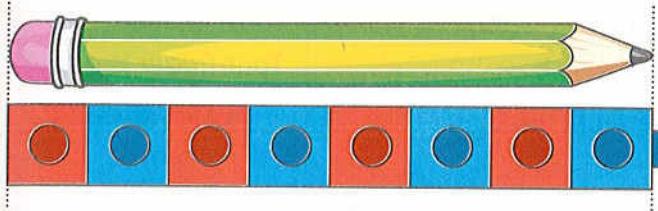
No



Remember

What is the length ?

- The length of an object is how long it is.
- What is the length of the pencil ?



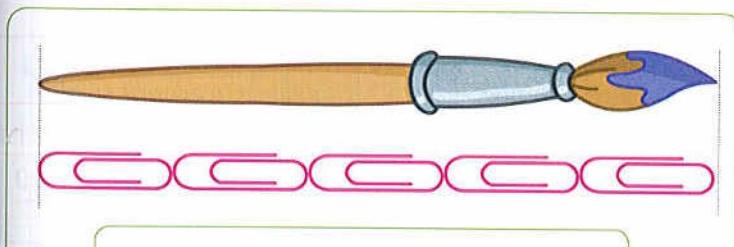
The length of the pencil is about 8 cubes.

In the primary one you use nonstandard units to measure the length as : cubes and paperclips.

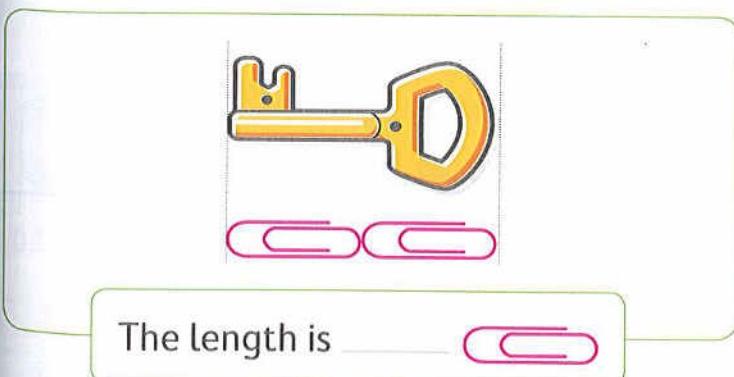


Check

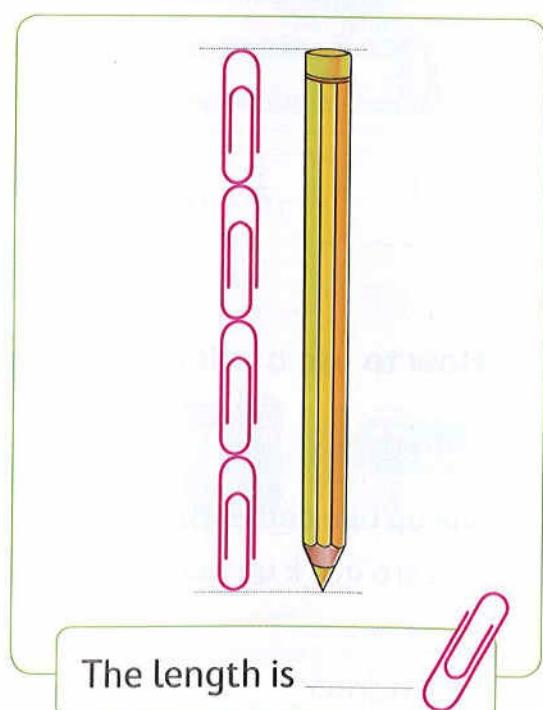
What is the length of each object ?



The length is 6 paperclips.



The length is 3 paperclips.



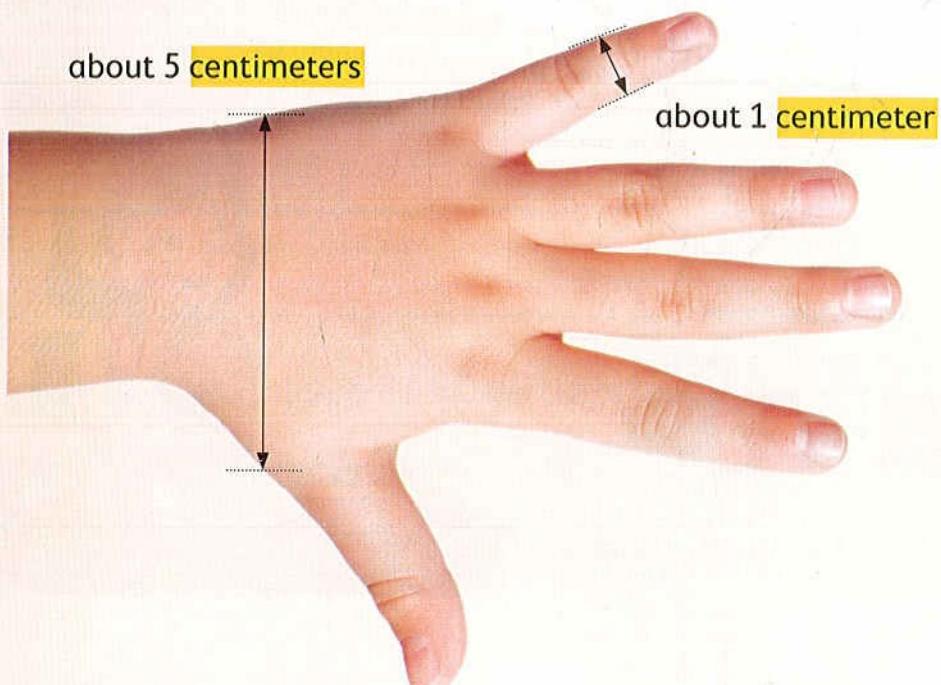
The length is 4 paperclips.

Notes for parents

- Work with your child to measure the length of a book using any nonstandard units as pencils.

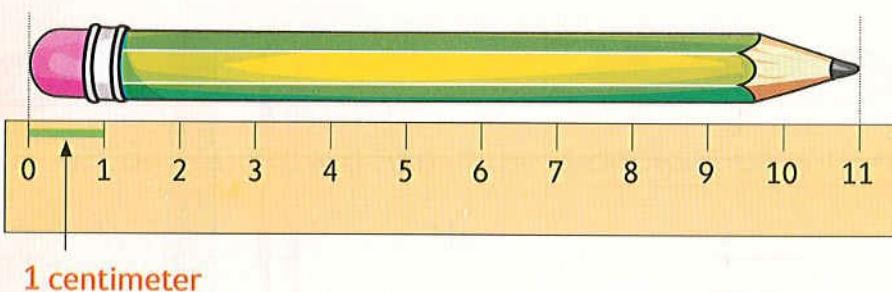
Learn Measuring length in centimeters

- A centimeter (cm) is a small standard unit of measuring length, used to measure the length of small objects as : pencils, books and erasers.



Your finger is about
1 centimeter
across.

- What is the length of the pencil in centimeters ?



A ruler is
a measurement tool
used to measure
the length of small
objects.

- How to use a ruler to measure the length of any object as a pencil ?

Step 1

Line up one end of the pencil with the zero mark on the ruler.

Step 2

Find the centimeter mark on the ruler that is at the other end of the pencil.

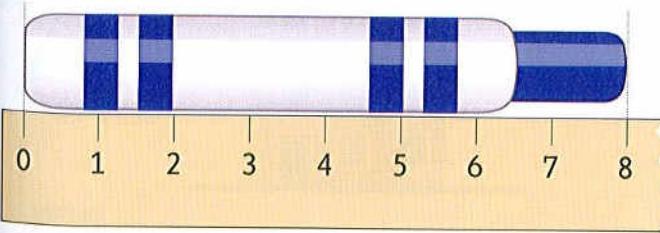
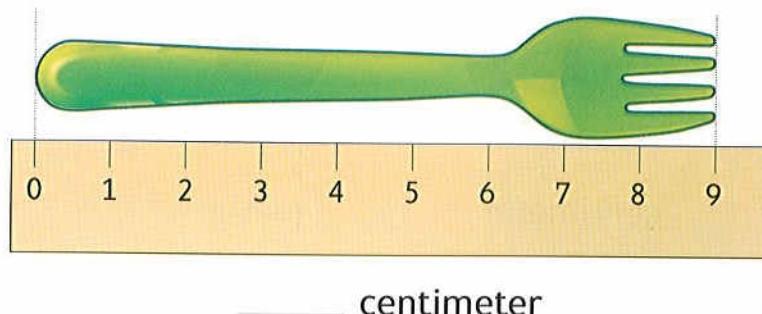
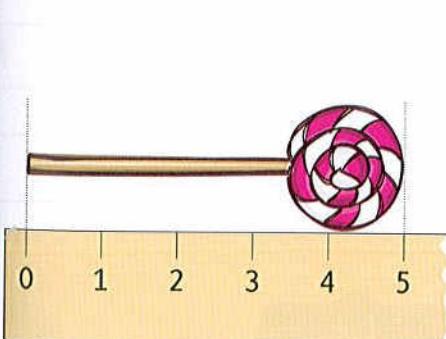
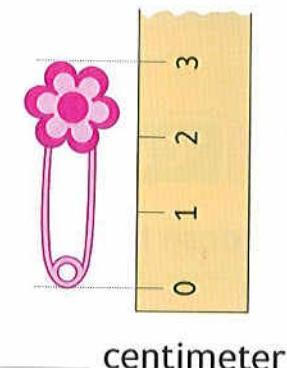
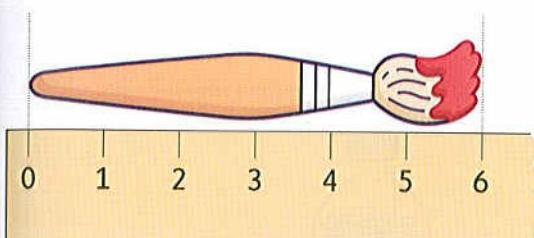
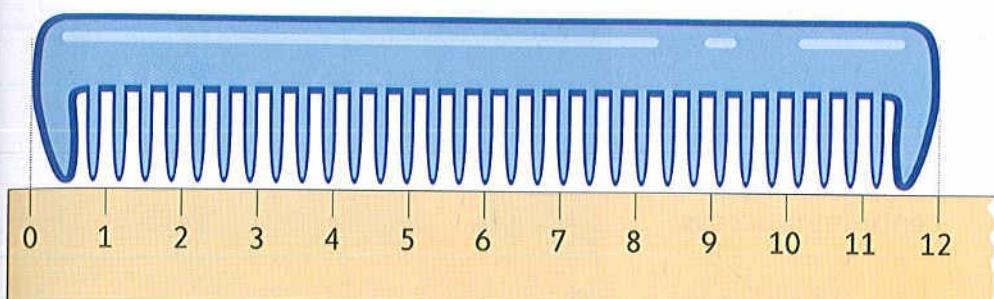
Notes for parents

- Let your child use a ruler to measure one of his/her fingers.
- Help your child use centimeter ruler to measure objects at home.

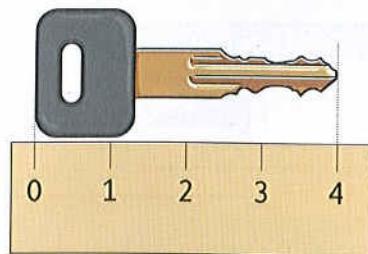


Check

Measure the length of each object.



centimeter



- Have your child measure some objects around your home using a centimeter ruler.
- Give your child 4 strings of lengths 1 cm, 10 cm, 50 cm and 100 cm and ask him/her to use them to find 4 objects of length 1 cm, 10 cm, 50 cm and 100 cm at home.

Learn Measuring length in meters

○ Centimeters are used to measure short lengths.

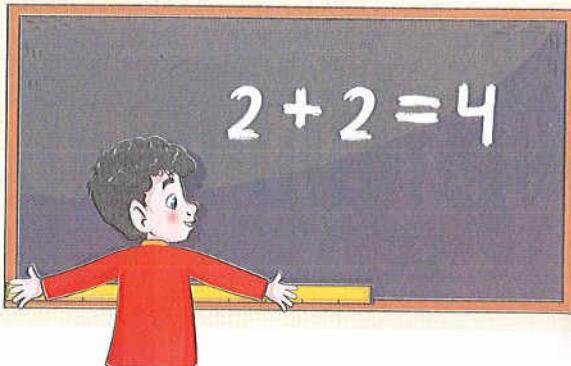
Meters are used to measure distances and longer lengths.

○ A meter (m) is the same as 100 centimeters.

Remember :

A finger is about 1 centimeter across.

$$1 \text{ m} = 100 \text{ cm}$$



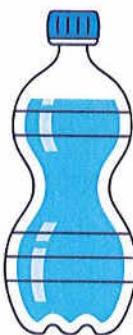
Check

Choose the suitable unit to measure each object.



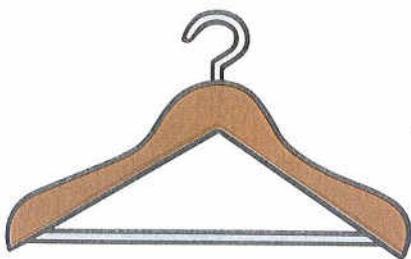
centimeter

meter



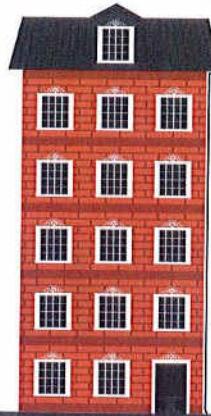
centimeter

meter



centimeter

meter



centimeter

meter

Notes for parents

- Ask your child to find something at home is about 1 meter in length, width or height.

Learn Estimating lengths

How long is the crayon ?



An estimation is what I think it will measure.
I can measure with a centimeter.



Estimate	Measure
about 7 cm	8 cm



Check

Estimate the length of each object. Then use a ruler to measure.



Estimate	Measure



Estimate	Measure



Estimate	Measure



Estimate	Measure



Estimate	Measure



Estimate	Measure

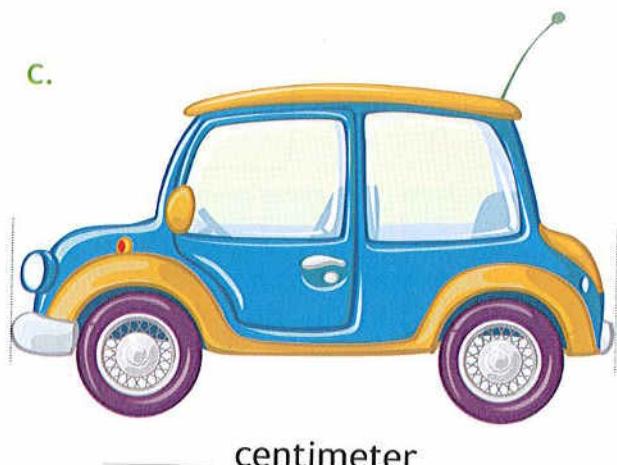
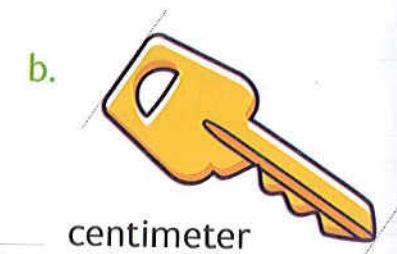
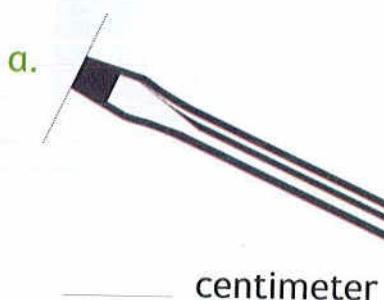
- Ask your child to use the width of his/her finger to estimate the length of a notebook in centimeters.
- Ask him/her to measure the length of the toy, then compare the actual length to his/her estimation.

Exercise 24

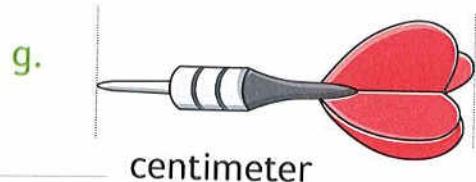
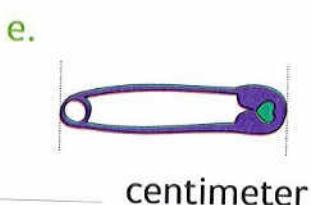
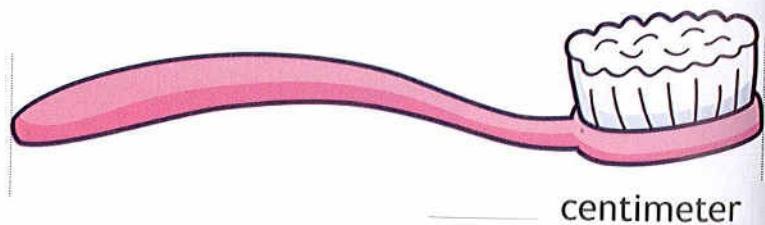
Measuring length (Centimeter and meter)

On Lessons 45 : 47

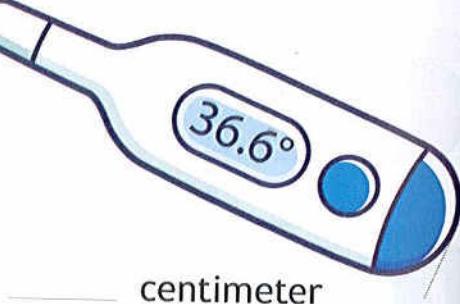
- 1 Use the ruler to measure each object.

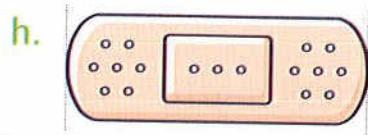


d.



f.





centimeter



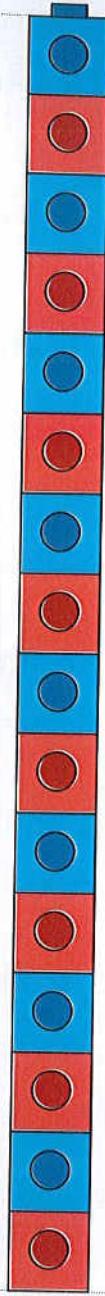
centimeter



centimeter



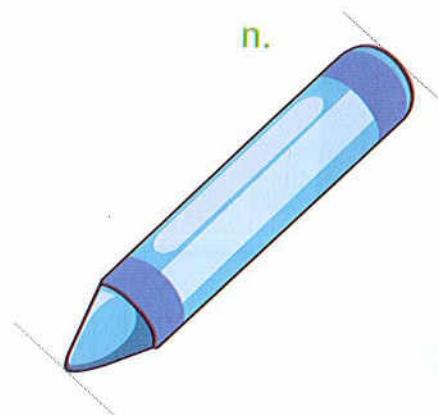
centimeter



centimeter

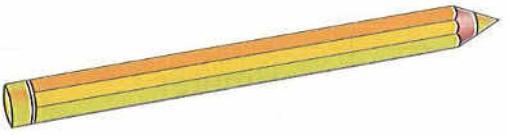
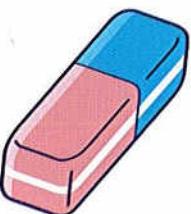


centimeter



centimeter

2 Estimate in centimeters. Choose the suitable estimation.

Find the object	Estimate the length	
a. Pencil 	<input type="radio"/> 2 cm <input type="radio"/> 30 cm	<input type="radio"/> 12 cm <input type="radio"/> 50 cm
b. Eraser 	<input type="radio"/> 30 cm <input type="radio"/> 10 cm	<input type="radio"/> 20 cm <input type="radio"/> 4 cm
c. Shoe 	<input type="radio"/> 8 cm <input type="radio"/> 18 cm	<input type="radio"/> 80 cm <input type="radio"/> 38 cm
d. Notebook 	<input type="radio"/> 2 cm <input type="radio"/> 50 cm	<input type="radio"/> 25 cm <input type="radio"/> 100 cm
e. Mobile 	<input type="radio"/> 5 cm <input type="radio"/> 50 cm	<input type="radio"/> 15 cm <input type="radio"/> 80 cm

3 Measure the missing side length using a ruler.



a.



cm

_____ cm

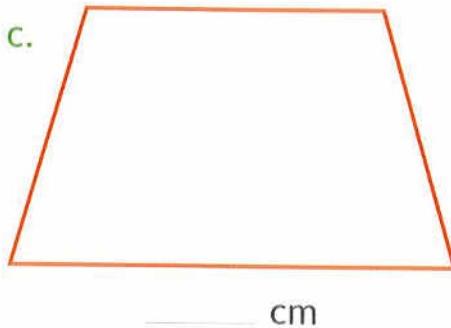
b.



cm

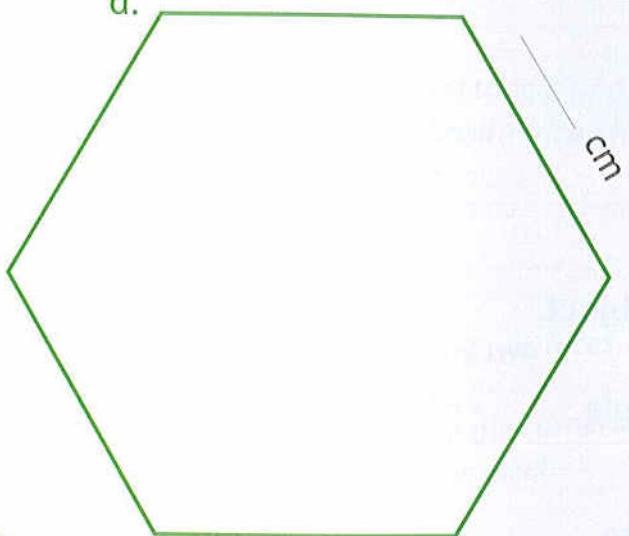
_____ cm

c.



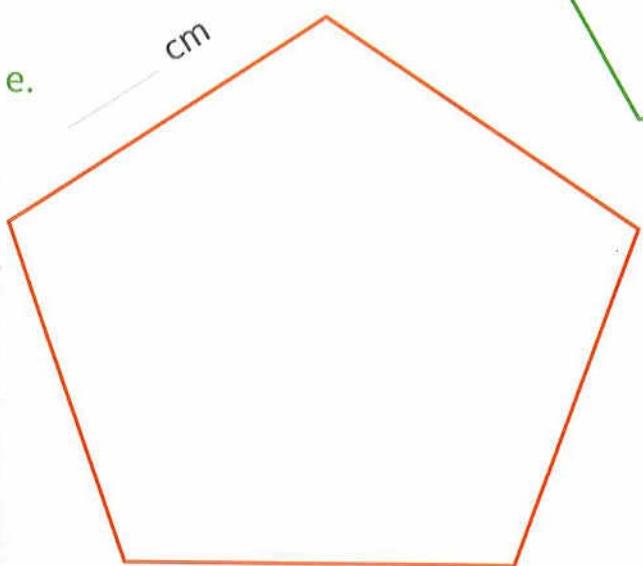
cm

d.



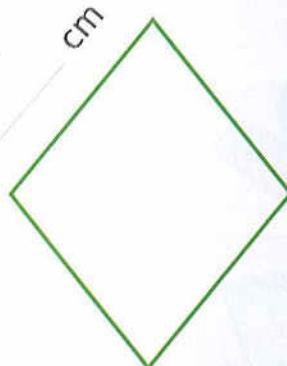
cm

e.



cm

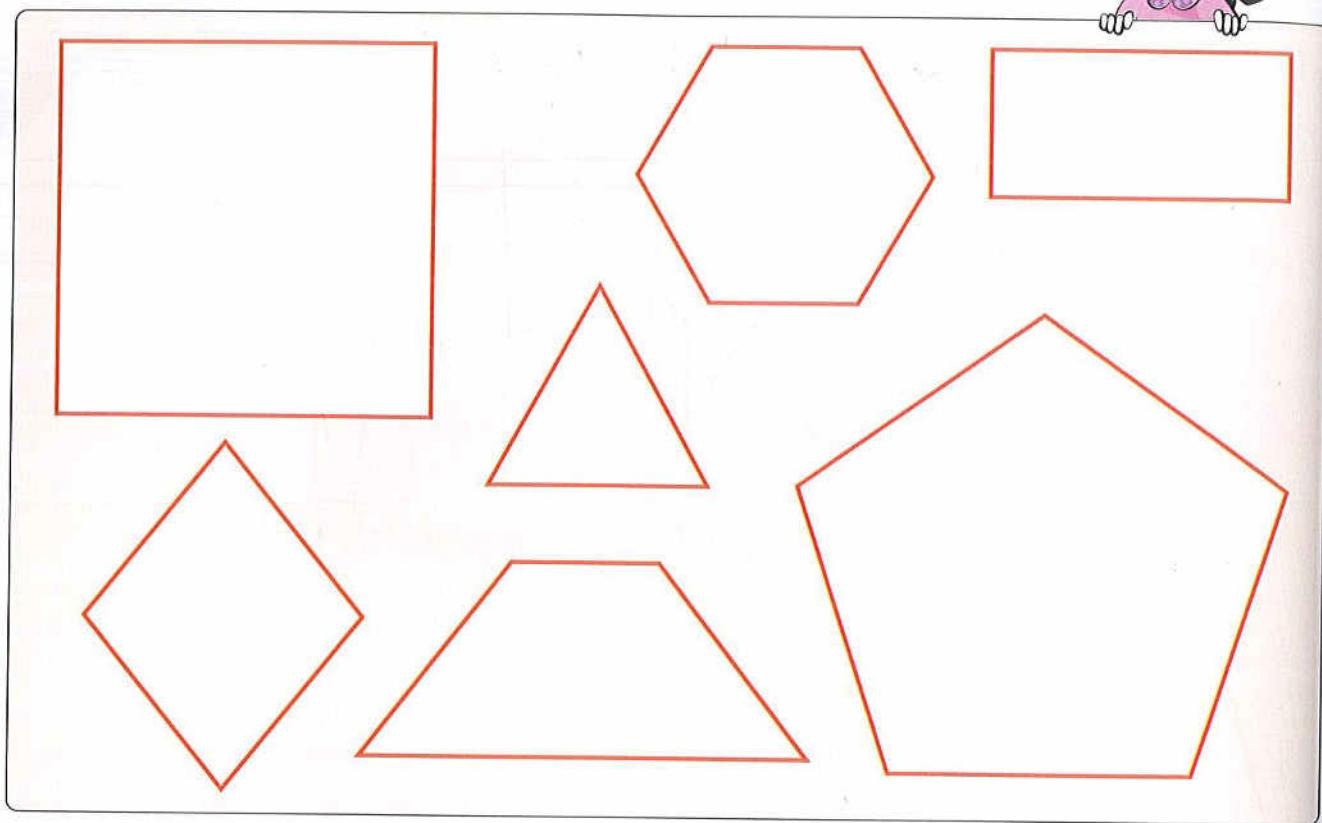
f.



cm

4 Measure one side of each shape.

Record each measurement in the table below.

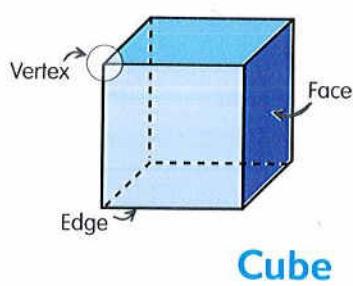


Object	Measurement
a. Triangle	_____ cm
b. Square	_____ cm
c. Rhombus	_____ cm
d. Rectangle short side	_____ cm
e. Rectangle long side	_____ cm

Object	Measurement
f. Trapezoid short side	_____ cm
g. Trapezoid long side	_____ cm
h. Pentagon	_____ cm
i. Hexagon	_____ cm

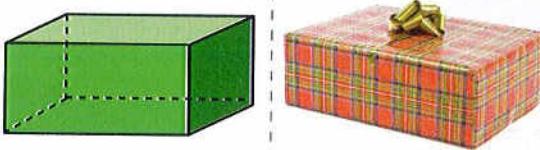


Learn Three-dimensional shapes



The cube has :

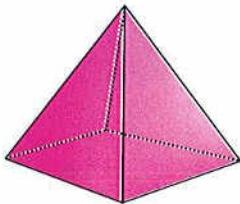
- 8 vertices.
- 12 edges.
- 6 flat faces.
 - Each face is a square.
 - All faces have the same size.



**Rectangular prism
(Cuboid)**

The rectangular prism has :

- 8 vertices.
- 12 edges.
- 6 flat faces.
 - Each face is a rectangle or a square.
 - Each two opposite faces have the same size.



Square-based pyramid

The square-based pyramid has :

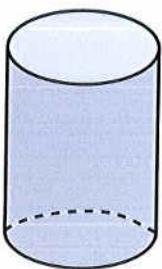
- 5 vertices.
- 8 edges.
- 5 faces.
(1 square flat face (base) and 4 triangular flat faces)

- An **edge** is where two **faces** meet.
- The **vertices** are the corners where edges meet.



Notes for parents

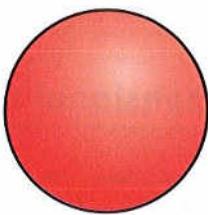
- Ask your child to find two objects in your home and tell you how many faces, vertices and edges for each object.
- Ask your child to count the faces, edges, and vertices of each solid in this page.



Cylinder

The cylinder has :

- No vertices.
- No edges.
- 2 circular flat faces (bases).
- 1 curved face.



Sphere

The sphere has :

- No vertices.
- No edges.
- No flat faces.
- 1 curved face.



Check

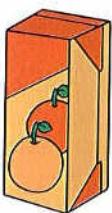
Join each solid with its name.



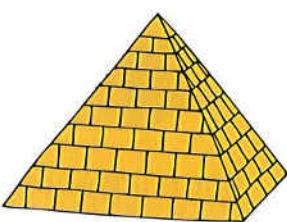
•



•



•



•



•

Pyramid

Sphere

Cube

Cylinder

Rectangular prism

Notes for parents

- Ask your child to find a ball and a can, and then tell how they are alike and how they are different.
- Bring to your child cans, dice, basketball, model of Giza Pyramids, variety of boxes and ask him/her to sort them based on their shapes.

Learn

Faces of solids



When I draw around the **face** of this cylinder I get a circle.

Faces of solids

rectangle



circle



triangle

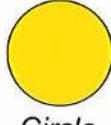
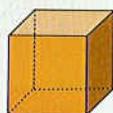


Check

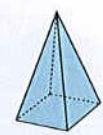
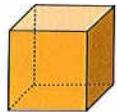
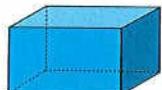
Circle the solid in which you can see the given shape.



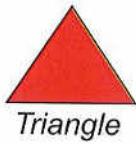
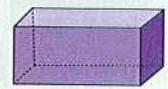
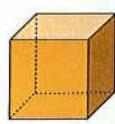
Square



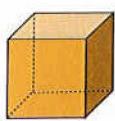
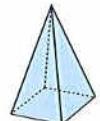
Circle



Rectangle



Triangle



- Help your child color one face of a solid and make it as a print stamp on a paper sheet.
- Help your child know the difference between attributes of each solid.

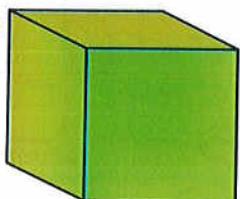
Exercise 25

Three-dimensional shapes (Solids)

On Lessons 48 : 50

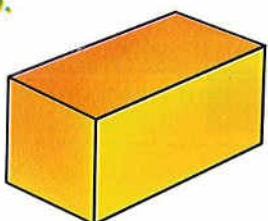
- 1 Trace the name of each solid. Then write one more.

a.



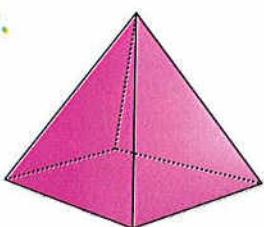
Cube

b.



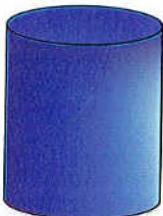
Rectangular prism

c.



Square-based pyramid

d.



Cylinder

e.



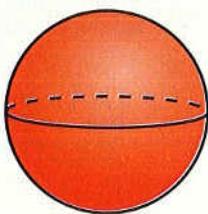
Sphere

2 Write how many faces, edges and vertices there are.

a.

Sphere

vertices



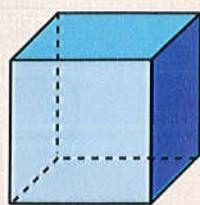
flat faces

edges

b.

Cube

vertices



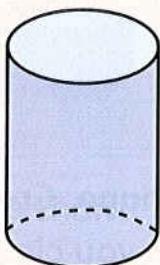
flat faces

edges

c.

Cylinder

vertices



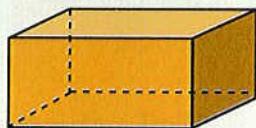
flat faces

edges

d.

Rectangular prism

vertices



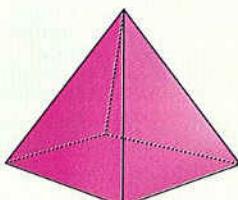
flat faces

edges

e.

Square-based pyramid

vertices



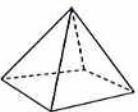
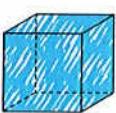
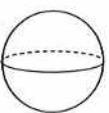
flat faces

edges

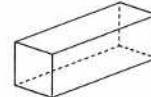
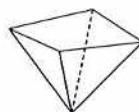
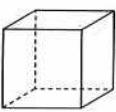


3 Color the solid figure that matches the number of faces, edges, and vertices. The first one is done for you.

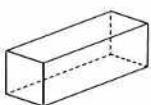
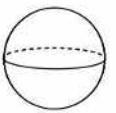
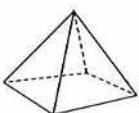
a. 6 faces, 12 edges, 8 vertices



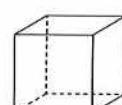
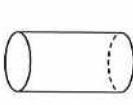
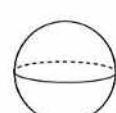
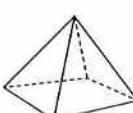
b. 5 faces, 8 edges, 5 vertices



c. 6 faces, 12 edges, 8 vertices



d. 0 faces, 0 edges, 0 vertices



4 Circle the objects that have the same shape. Cross out the object that does not belong. Name the solid figures you circled.

a.



b.

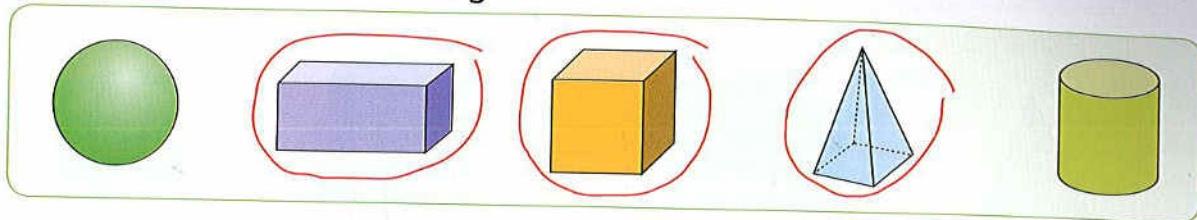


c.

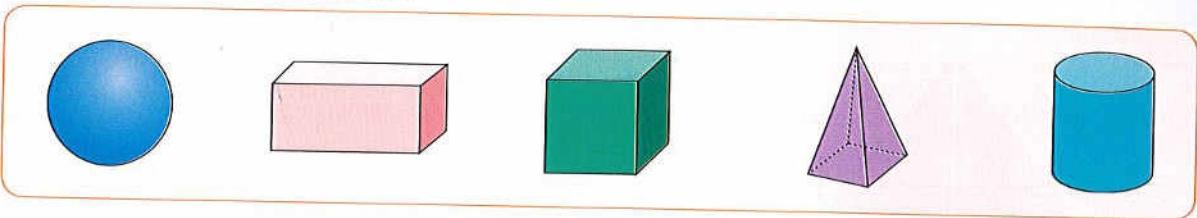


5 Circle the solid figures that match the given data.
The first one done for you.

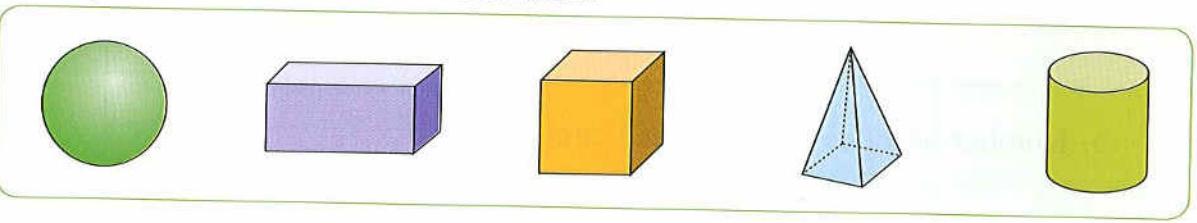
a. Shapes with 6 or more edges.



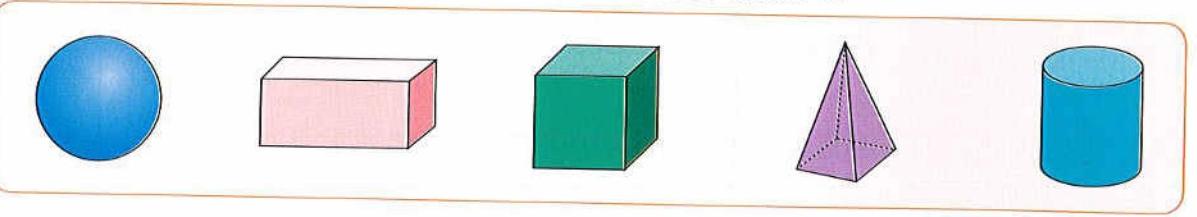
b. Shapes with 5 vertices.



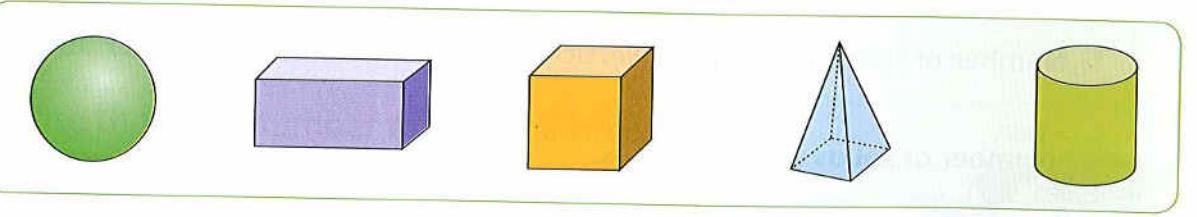
c. Shapes with at least 1 circle face.



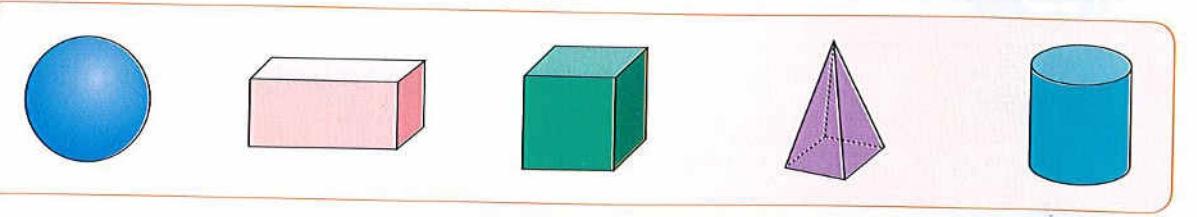
d. Shapes with more than 2 faces but fewer than 6.



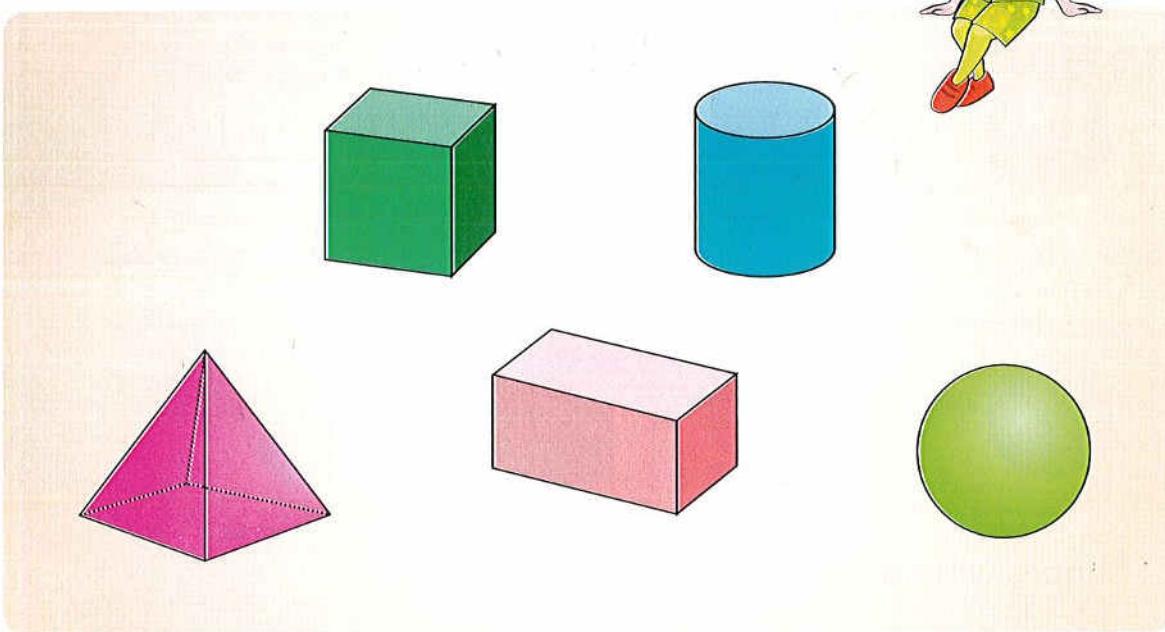
e. Shapes with 0 edges , 0 faces and 0 vertices.



f. Shapes with more than 5 vertices.

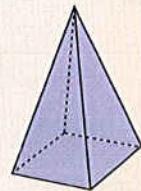
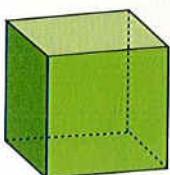
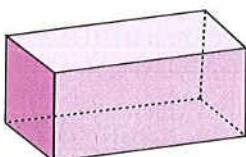
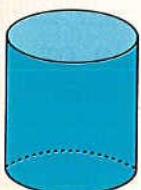


- 6** Complete the table below by writing the number of solids.



a. Number of solids with at least 1 circle face.	_____
b. Number of solids with at least 1 square face.	_____
c. Number of solids with no flat faces.	_____
d. Number of solids with at least 1 triangular face.	_____
e. Number of solids with 8 vertices.	_____
f. Number of solids without any vertices.	_____
g. Number of solids with 5 vertices.	_____
h. Number of solids with 8 edges.	_____
i. Number of solids with 12 edges.	_____
j. Number of solids without any edges.	_____

- 7** Count the number of circles, squares, rectangles, and triangles that are made by tracing each flat surface of each solid. Color one box in the graph for every plane shape you count.



Number of plane shapes found in solids



--	--	--	--	--	--	--	--	--	--



--	--	--	--	--	--	--	--	--	--



--	--	--	--	--	--	--	--	--	--



--	--	--	--	--	--	--	--	--	--

1 2 3 4 5 6 7 8 9 10



Answer the questions.

a. Write the total number of plane shapes counted.

_____ circles

_____ squares

_____ rectangles

_____ triangles



b. Which plane shape was counted the most? _____

c. Which plane shape was counted the least? _____

Place
a smiley
face

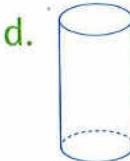
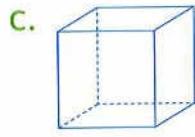
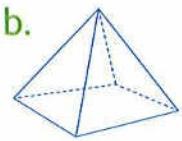
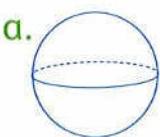


Assessment Chapter 5

1 Choose.

- a. Which plane figure has fewer than 4 vertices ?
(hexagon or triangle or rectangle or rhombus)
- b. Which is the longest length from the following ?
(50 cm or 20 cm or 1 m or 75 cm)
- c. The solid figure which has 5 vertices is _____
(square-based pyramid or cylinder or sphere or cube)
- d. A two-dimensional shape with 4 sides (2 parallel or 2 not parallel) is _____
(square or rectangle or rhombus or trapezium)
- e. Number of vertices of a cube is _____
(5 or 6 or 12 or 8)
- f. The length of the opposite eraser is _____ cm 
(4 or 3 or 6 or 7)
- g. 1 meter = _____ cm
(1 or 10 or 100 or 50)
- h. The number of vertices of square _____ the number of vertices of trapezium.
(> or < or =)

2 Write the name of each solid of each of the following.



3 Complete.

- a. The rectangular prism has _____ faces.
- b. The number of sides of the figure  = _____
- c. The base of a cylinder is _____
- d. The solid in which all faces are squares is _____
- e. The two-dimensional shape which has 6 sides and 6 vertices is called _____

Accumulative Assessment

Till chapter 5

1 Complete.

a. $27 - 5 =$ _____

b. $4 + 87 =$ _____

c. The cube has _____ faces and the shape of each face is _____

d. The place value of the digit 8 in the number 817 is _____

e. 719 in word form is _____

f. The length of  is _____ cm

g. The square-based pyramid has _____ edges, _____ vertices and _____ faces.

2 Bassem had 17 books. He gave his friend Mina 8 books.

How many books does Bassem have now ?



3 Find the result.

a.

$$\begin{array}{r} 83 \\ - 12 \\ \hline \end{array}$$

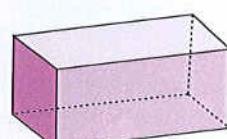
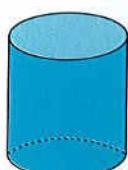
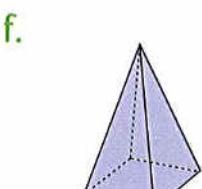
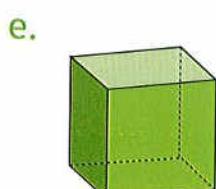
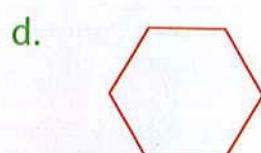
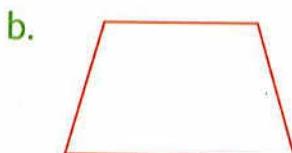
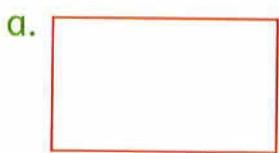
b.

$$\begin{array}{r} 46 \\ + 27 \\ \hline \end{array}$$

c.

$$\begin{array}{r} 41 \\ + 39 \\ \hline \end{array}$$

4 Write the name of each one.



6

CHAPTER



Outcomes and key vocabulary of chapter six

Lessons 51 & 52

Outcomes :

- Participate in calendar math activities.
- Select appropriate units to measure the mass of objects.
- Match items to mass in grams or kilograms.
- Compare grams and kilograms.
- Investigate the mass of various items.

Key vocabulary :

- | | | | | | |
|-------------|-----------------|---------|---------|-----------|-----------|
| • Mass | • Weight | • Heavy | • Light | • Heavier | • Lighter |
| • Gram (gm) | • Kilogram (kg) | | | | |

Lessons 53 & 54

Outcomes :

- Participate in calendar math activities.
- Solve story problems involving mass.
- Create one-step story problems involving adding or subtracting units of mass.
- Solve addition and subtraction story problems.

Key vocabulary :

- | | | |
|--------|-------------|-----------------|
| • Mass | • Gram (gm) | • Kilogram (kg) |
|--------|-------------|-----------------|

Lessons 55 & 56

Outcomes :

- Participate in calendar math activities.
- Distinguish between A.M. and P.M.
- Tell time to the hour.
- Explain that a day equals 24 hours.
- Create an analog clock.

Key vocabulary :

- | | | | | | |
|--------|----------------|-----------------|--------------|-------------|---------------|
| • Time | • Analog clock | • Digital clock | • Clock face | • Hour hand | • Minute hand |
| • A.M. | • P.M. | • Half | | | |

Lessons 57 & 58

Outcomes :

- Participate in calendar math activities.
- Show time to the half hour on an analog clock.
- Write time to the hour and half hour.
- Tell time to the half hour.
- Read time to the hour and half hour.
- Match digital times to analog times.

Key vocabulary :

- | | | | | | |
|----------------|-----------------|--------------|-------------|---------------|------------|
| • Analog clock | • Digital clock | • Clock face | • Hour hand | • Minute hand | • One half |
| • Hour | • Half hour | • Half past | | | |

Lessons 59 & 60

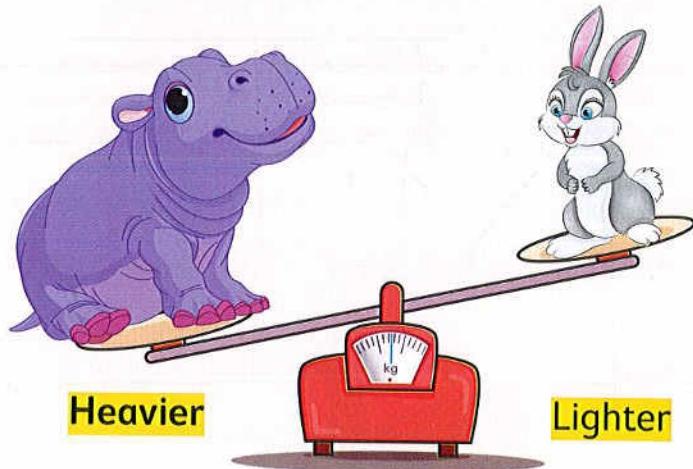
Outcomes :

- Participate in calendar math activities.
- Write time to the quarter hour.
- Match analog times to the quarter hour to their digital and written forms.
- Read time to the quarter hour.

Key vocabulary :

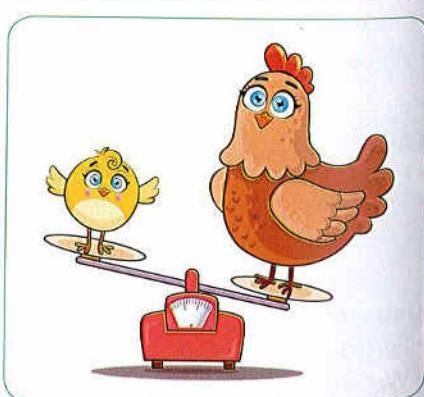
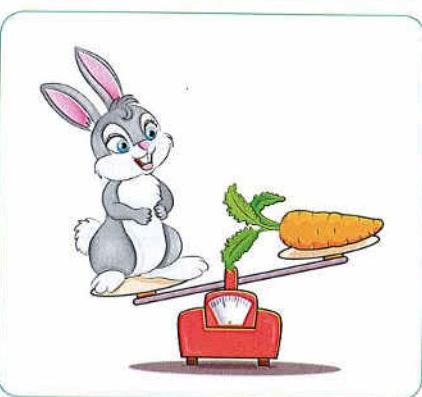
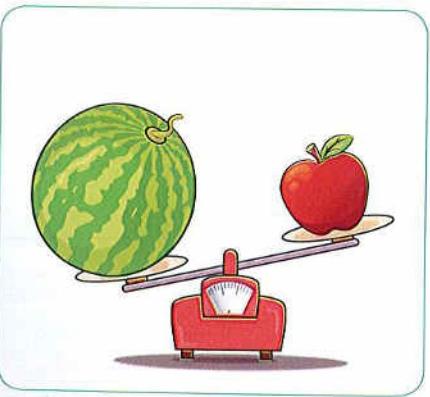
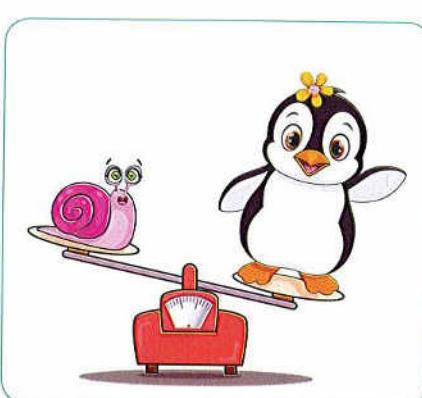
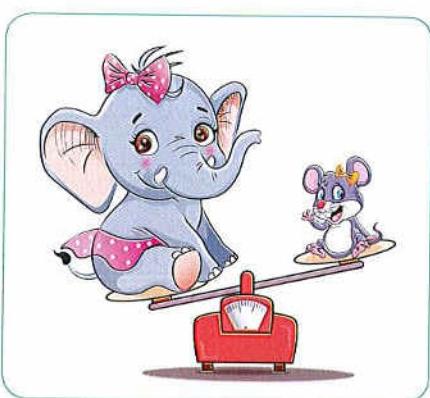
- | | | | | | |
|----------------|-----------------|-------------|----------------|----------------|---------------|
| • Analog clock | • Digital clock | • Hour hand | • Minute hand | • One half | • One quarter |
| • Hour | • Half hour | • Half past | • Quarter hour | • Quarter past | • Quarter to |

Pre-study Heavier and lighter



Check

Circle the lighter object.



Notes for parents

- Give your child two objects of clearly different weights, ask him/her to hold one object in each hand and tell you which is heavier.
- Ask your child to show you something that is heavier than a spoon and another something that is lighter than the spoon.

Learn Grams and kilograms

Grams (gm) and Kilograms (kg) are measuring units of mass.

Note :

Mass and weight are different.

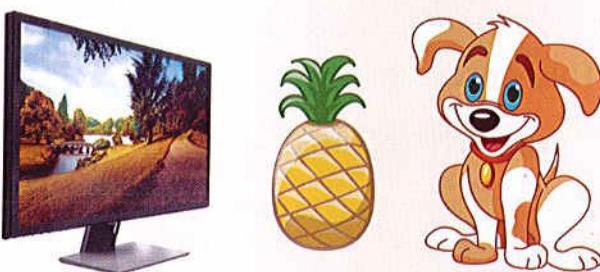
- Mass stays the same no matter where you are.
- Weight changes from a place to another, for example the weight of any object on the Earth is different from its weight on the moon.



Gram is used to measure objects with less mass, which are lighter objects, such as :

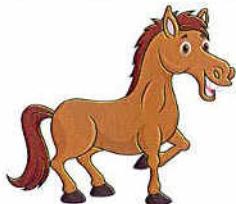


Kilogram is used to measure objects with more mass, which are heavier objects, such as :



Check

Circle the better unit you would use to measure the real object.



grams

kilograms



grams

kilograms



grams

kilograms

Ask your child to find something in your home its mass is about 1 gram and another something its mass is about 1 kilogram, then determine which one of them is heavier.

Ask your child to tell something he/she can measure it in grams, and another something can measure it in kilograms.

Learn

Estimating and comparing masses



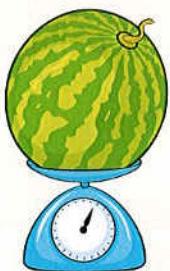
This milk bottle is
about $\frac{1}{2}$ kilogram.



This bag of sugar is
about 1 kilogram.



This watermelon is
about 5 kilograms.



This child is
about 10 kilograms.



Check

Look at each object. Circle the better estimation.



90 grams 90 kilograms



2 kilograms 100 kilograms



200 grams 10 kilograms

- Ask your child to show you something its mass is measured about $\frac{1}{2}$ kilogram and another one its mass is measured about 5 kilograms.
- Ask your child if there a dog weighs about 10 kg, and which object do you think weighs about 100 kg ?

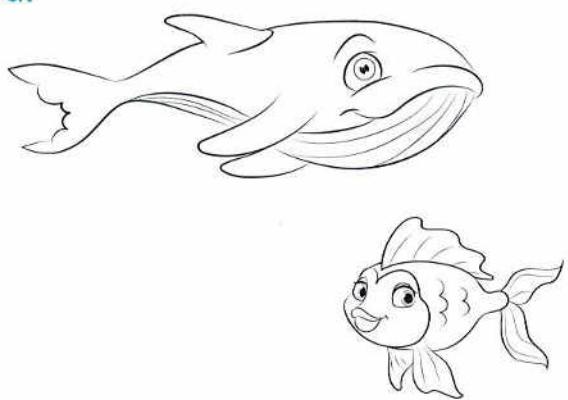
Exercise 26

Gram and kilogram

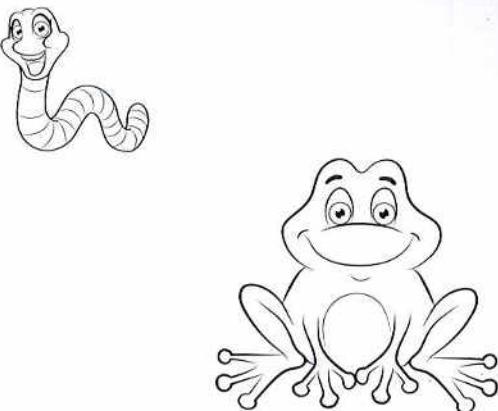
On Lessons 51 & 52

- 1 Color the heavier animal in each group.

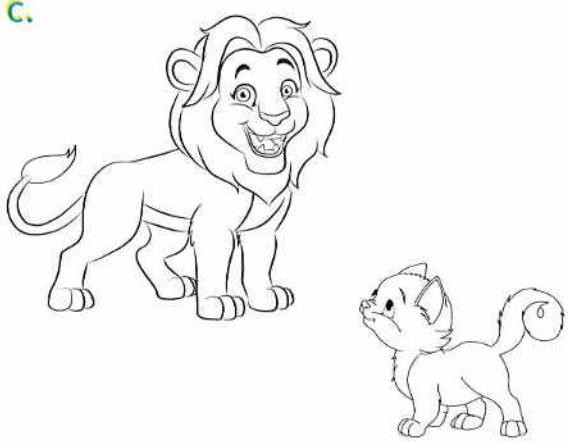
a.



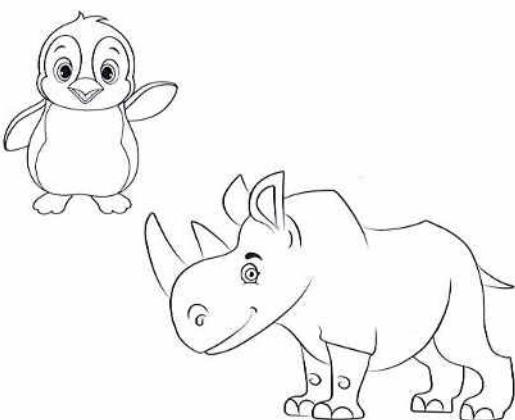
b.



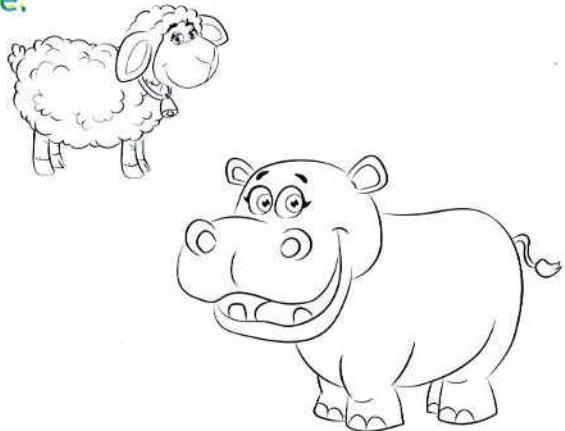
c.



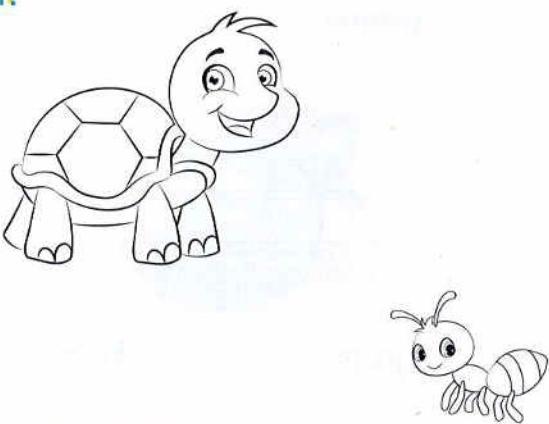
d.



e.



f.



2 Circle the better unit you would use to measure the real object.

a.



grams

kilograms

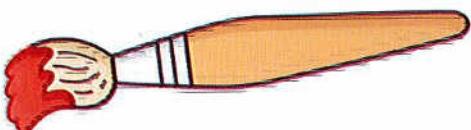
b.



grams

kilograms

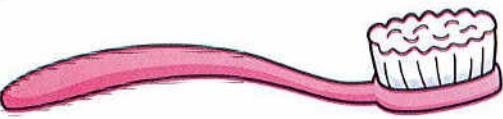
c.



grams

kilograms

d.



grams

kilograms

e.



grams

kilograms

f.



grams

kilograms

g.



grams

kilograms

h.



grams

kilograms

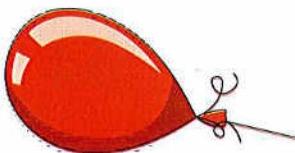
i.



grams

kilograms

j.

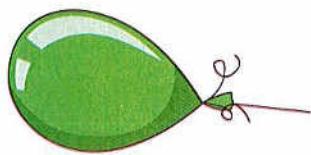


grams

kilograms

3 Look at each object. Circle the better estimation.

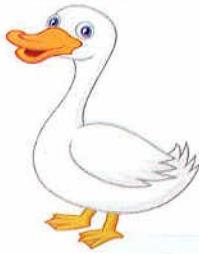
a.



1 gram

$\frac{1}{2}$ kilogram

b.



1 gram

5 kilograms

c.



$\frac{1}{2}$ kilogram

5 kilograms

d.



1 kilogram

1 gram

e.



1 gram

1 kilogram

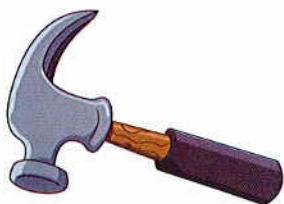
f.



1 kilogram

10 kilograms

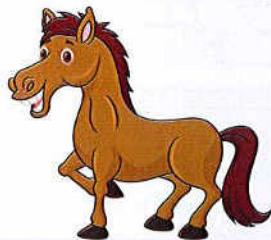
g.



1 gram

1 kilogram

h.



10 kilograms

100 kilograms

4 Join.



a.



10 kilograms

b.



$\frac{1}{2}$ kilogram

c.



5 kilograms

d.



1 kilogram

e.



1 gram

5 Estimate 1 gm, 5 kg or 10 kg, then arrange from least to greatest mass.
The first one is done for you.

a.



10 kg

3



1 gm

1



5 kg

2

b.



c.



d.



Place
a smiley
face

Lessons 53 & 54

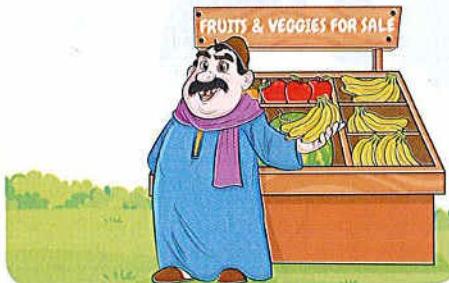
Solving addition or subtraction problems involving mass

Learn

A fruit seller bought 56 kilograms of banana, he sold 14 kilograms of them.

How many kilograms of banana is left with him ?

$$\text{The left} = \boxed{56 \text{ kg}} - \boxed{14 \text{ kg}} = \boxed{42 \text{ kg}}$$



Write a number sentence to find the required.



Wael has two balls that weigh 100 grams and 60 grams.

He put them both in his bag to take them to the club.

How much do Wael's balls weigh together ?

$$\text{The sum} = \boxed{100 \text{ gm}} + \boxed{60 \text{ gm}} = \boxed{160 \text{ gm}}$$



Write a number sentence to find the required.



Check

Ahmed has a chair that weighs 11 kilograms and a bag that weighs 13 kilograms.

He wants to carry them at the same time.

How much do the chair and the bag weigh all together ?



- In this lesson, your child will use the strategies he/she has studied before to solve addition and subtraction word problems involving mass.

Exercise 27

Solving addition or subtraction problems involving mass

On Lessons 53 & 54

- 1 Sameh bought 15 kg of mango, he used 9 kg of them to make juice.

How many kilograms of mango were left ?



- 2 Eslam has a bag of rocks that weighs 18 kilograms. He found 9 more kilograms of rocks and put them in his bag.

How many kilograms of rocks does Eslam have in his bag now ?



- 3 Maryam has 2 dogs, their weights are 12 kilograms and 13 kilograms.

How much do both dogs weigh together ?



- 4 Mina has a baby boy that weighs 12 kilograms and a girl that weighs 27 kilograms.

Mina wants to carry them at the same time.

How much do they weigh all together ?



- 5** Hany had a bag of potato chips that weighs 86 grams.
He ate 23 grams of chips.
How many grams of chips were left in the bag ?
-
-



- 6** Bassem bought two toys that each weighs 100 grams.
He put them both in his bag.
How much do they weigh all together ?
-
-



- 7** A fruit seller bought 37 kilograms of oranges
and 53 kilograms of apples.
How many kilograms he has in all ?
-
-



- 8** Heba bought a bag of flour that weighs 30 kilograms.
She made a pizza for her friends and used 4 kilograms
of flour.
How many kilograms of flour did Heba have left ?
-
-



- 9** Samy has a bag of weight 100 gm. In this bag, he puts a notebook of weight 90 gm.

What is the weight of the bag and the notebook ?



- 10** Karim used 52 grams of salt and 25 grams of pepper to make a pizza.

What is the total weight of salt and pepper ?



- 11** Amgd has two bags of marbles. One of them weighs 6 kg and the other weighs 7 kg, his friend collected two bags of marbles, one bag weighs 8 kg and the other weighs 4 kg.

How many kilograms of marbles do Amgd and his friend have in all ?



- 12** Farida had a bucket of red clay that weighs 34 gm and another bucket of green clay of the same weight to form some flowers.

How much do the clay weigh all together ?

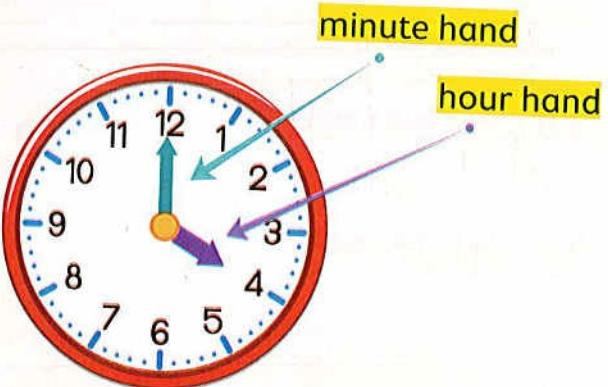


Place
a smiley
face

Remember

Telling time

- When the minute hand points to 12, it is o'clock.



The time is
4 o'clock.



- These two clocks show time to the hour.



Analog clock



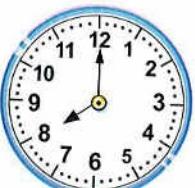
Digital clock

Both clocks show
9 o'clock.

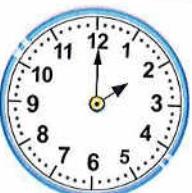


Check

Write the time.



_____ o'clock



_____ o'clock



_____ o'clock

Notes for parents

- Explain that in one hour, the minute hand is making a full rotation around the clock, but the hour hand is moving between two numbers and moves much more slowly.

Learn Time "A.M. and P.M."

- The day is 24 hours, the day is divided into two parts.

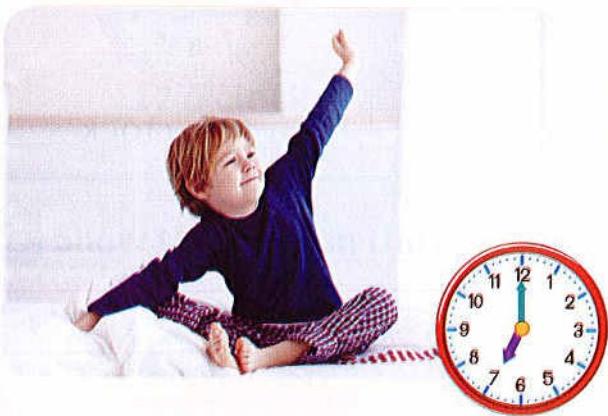
A.M. and P.M.

Noon is 12:00
in the day.



Midnight is 12:00
in the night.

A.M. is the half of the day in
the morning time
from 12 midnight until 12 noon.



07:00 A.M. is in the morning

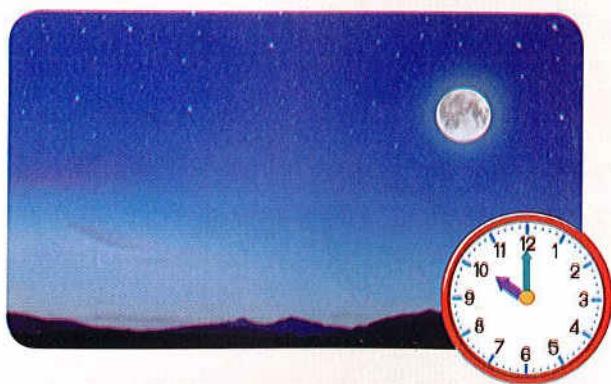
P.M. is the half of the day in
the afternoon and evening time
from 12 noon until 12 midnight.



07:00 P.M. is in the evening



10:00 A.M. is in the morning



10:00 P.M. is in the evening

- At different times of the day, ask your child to read an analog clock and tell you the time is A.M. or P.M.
- Ask your child to name 3 activities that he/she does in the A.M. and 3 more activities that he/she does in the P.M.

Exercise

28

Time "A.M. and P.M."

On Lessons 55 & 56

- 1** Write the time. The first one is done for you.

a.



3 o'clock

b.



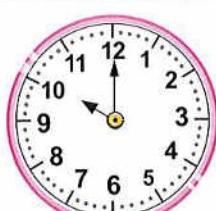
8 o'clock

c.



6 o'clock

d.



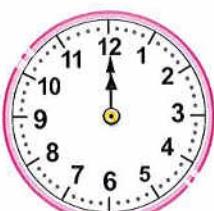
9 o'clock

e.



5 o'clock

f.



12 o'clock

- 2** Join the two clocks that tell the same time.

a.



02 : 00

b.



09 : 00

c.



04 : 00

d.



05 : 00

3 Write the time shown on the clock.



9 o'clock



11 o'clock



4 o'clock



6 o'clock



5 o'clock



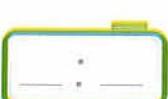
1 o'clock



12 o'clock



8 o'clock



3 o'clock

4 Show the time on the clock.



4 o'clock



7 o'clock



6 o'clock



9 o'clock



10 o'clock



12 o'clock



1 o'clock



5 o'clock



2 o'clock

5 Decide if the activity happens in the A.M. or P.M.

Circle the correct answer.

a. eat breakfast



A.M.



P.M.

b. practice basketball



A.M.



P.M.

c. go to art class

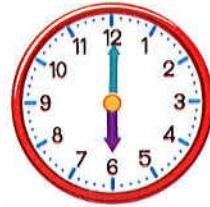


A.M.



P.M.

d. set the table for dinner



A.M.



P.M.

e. read a bedtime story



A.M.



P.M.

f. arrive at school

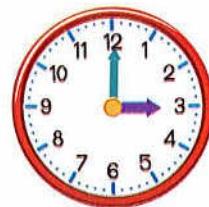


A.M.



P.M.

g. ride home from school



A.M.



P.M.

h. sleeping



A.M.



P.M.

Place
a smiley
face

Lessons

57 & 58

Telling time to the half hour

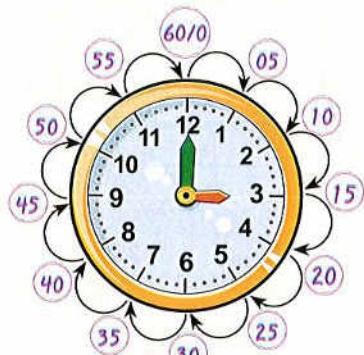
Learn

Remember

The minute hand moves from one number to the next in 5 minutes.



There are **60** minutes in 1 **hour**.



The hour hand points to **3**.
The minute hand points to **12**.



There are **30** minutes in a **half hour**.



The hour hand points halfway between **3** and **4**. The minute hand points to **6**.



Check

Show the time. Where are the hands? Write the numbers. Write the time.
The first one is done for you.

- The hour hand is halfway between **2** and **3**
- The minute hand is at **6**
- Half past 2** _____



02 : 30

- The hour hand is halfway between _____ and _____
- The minute hand is at _____
- _____



_____ : _____

- The hour hand is halfway between _____ and _____

- The minute hand is at _____

- _____



_____ : _____

- The hour hand is halfway between _____ and _____

- The minute hand is at _____

- _____



_____ : _____

Notes for parents

- At time on the half hour, ask your child to show you the minute hand and the hour hand on a clock and tell what time is it.
- Ask your child to say the times on the half hour in order, beginning with half past 1 (half past 1, half past 2, half past 3 and so on).

Exercise 29

Telling time to the half hour

On Lessons 57 & 58

1 Write the time.

a.



b.



c.



d.



e.



f.



g.



h.



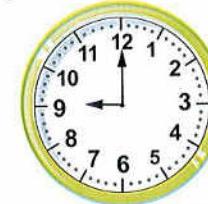
i.



j.



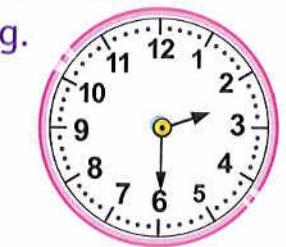
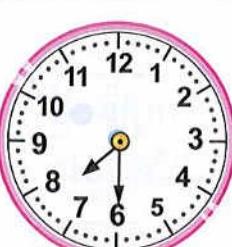
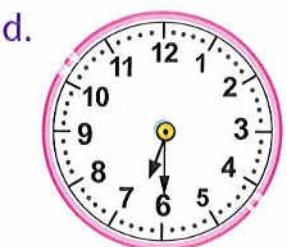
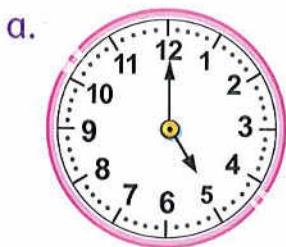
k.



l.



2 What time is it ?

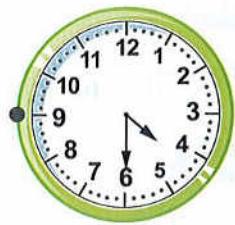


3 Match.

a. Half past 10



b. Half past 4



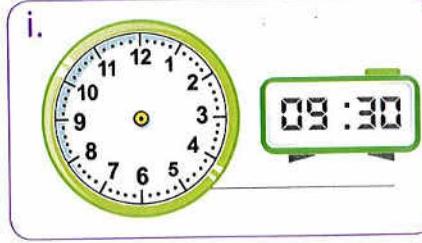
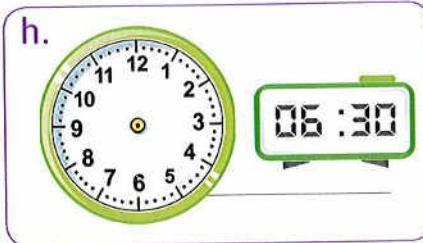
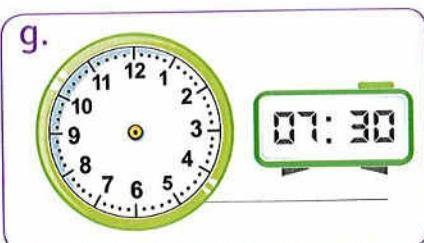
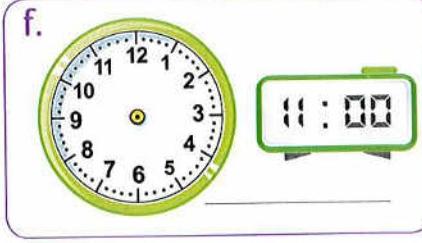
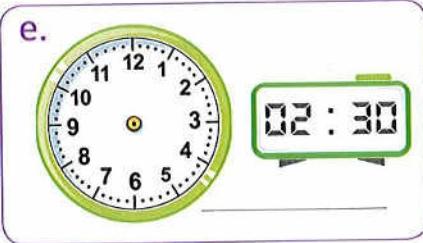
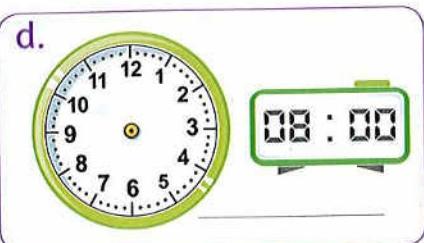
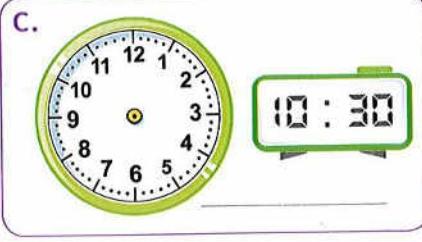
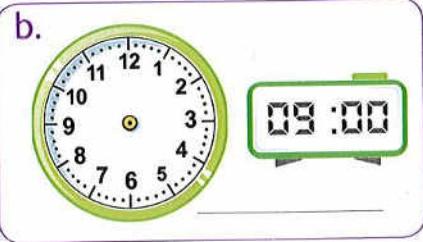
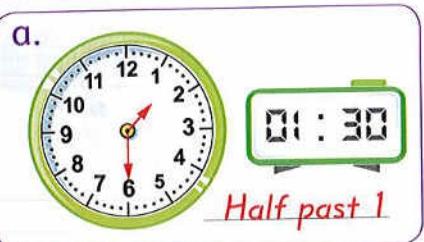
c. Half past 11



d. Half past 3



4 Draw the hour hand and the minute hand and write the time.
The first one is done for you.



5 Write (✓) to the correct statement and (✗) to the incorrect statement.

a. The time is half past 3 ()

b. The time is 2 o'clock ()

c. The time is half past 7 ()

d. The time is half past 11 ()

e. The time is half past 12 ()

f. The time is half past 9 ()



Place
a smiley
face

Lessons 59 & 60

Quarter past and quarter to

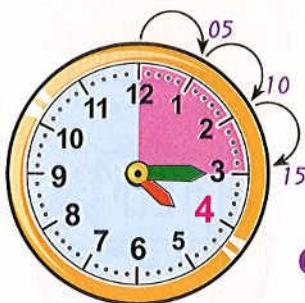
Learn

The minute hand has moved through one quarter of an hour.
(15 minutes have passed)



The minute hand has moved through three quarters of an hour.
(45 minutes have passed)

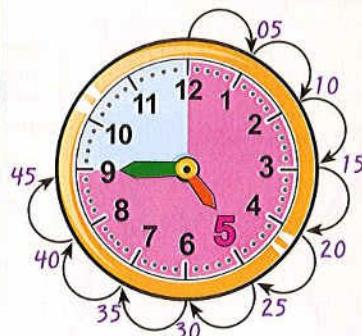
The minute hand is pointing to **3**
The hour hand is closer to **4**



or

Quarter past 4

The minute hand is pointing to **9**
The hour hand is closer to **5**



or

Quarter to 5



Check

Write the time. Choose the correct answer.

Note :

Quarter **past** can be also said as **quarter after**.

quarter past 5 quarter to 5

quarter past 11 quarter to 11

quarter past 9 quarter to 9

quarter past 4 quarter to 4

quarter past 12 quarter to 12

quarter after 2 quarter to 2

Notes for parents

- Tell your child that one hour consists of 4 quarters, each quarter equals 15 minutes.
- Ask your child to practise skip counting by 5 to help him/her at telling time.

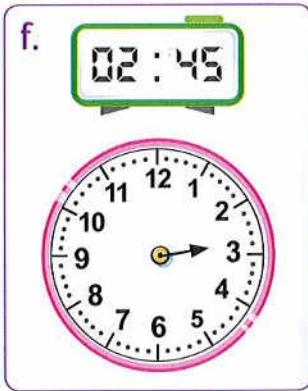
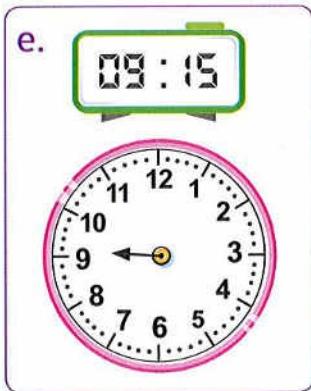
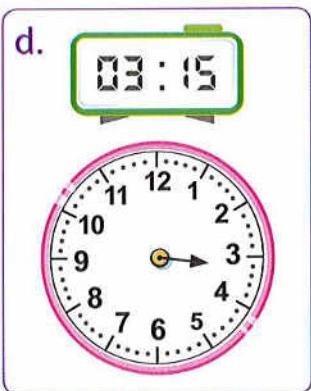
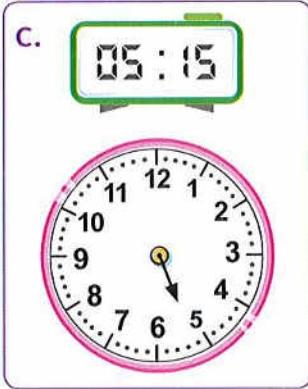
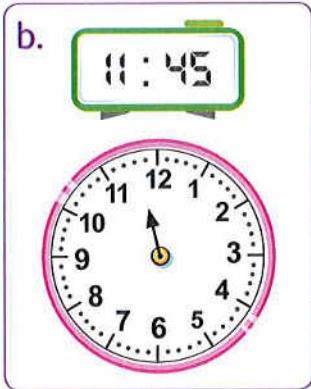
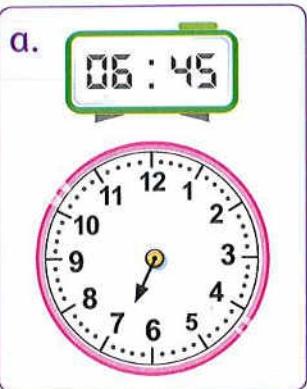
Exercise

30

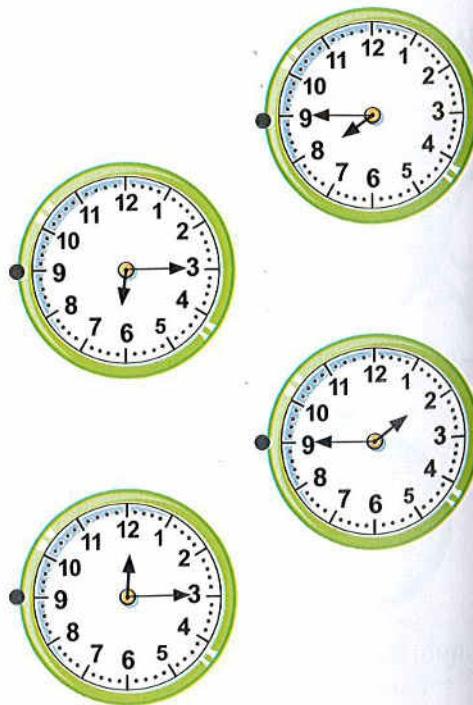
Quarter past and quarter to

On Lessons 59 & 60

- 1** Draw the minute hand.



- 2** Match.



3 Match.

a. 05 : 15

b. 01 : 45

c. 11 : 45

d. 09 : 30

e. 03 : 15

f. 09 : 00

g. 09 : 15

h. 08 : 30

i. 02 : 45

j. 06 : 45

Quarter to 3

Quarter to 2

Quarter past 9

9 o'clock

Quarter to 7

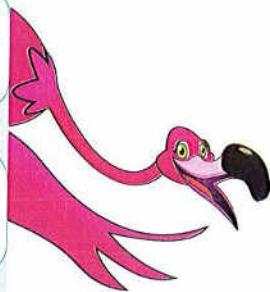
Half past 9

Quarter past 5

Quarter to 12

Half past 8

Quarter after 3



4 Show the time on the two clocks.

a.

Quarter to 6



b.

Quarter past 10



c.

Quarter to 9



d.

Quarter past 9



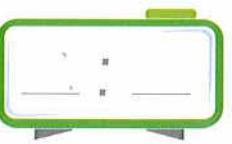
e.

Quarter after 7



f.

Quarter after 3



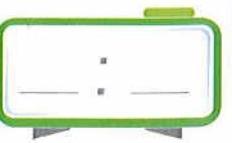
g.

Quarter to 2

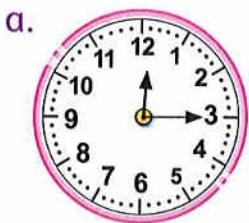


h.

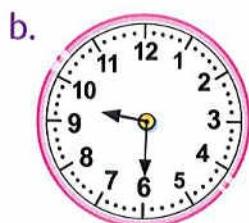
Quarter past 12



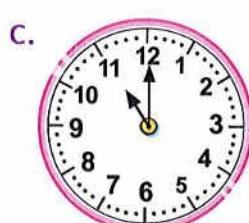
5 Write the time in two ways. The first one is done for you.



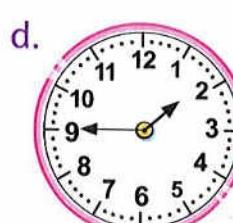
12 : 15



_____ : _____

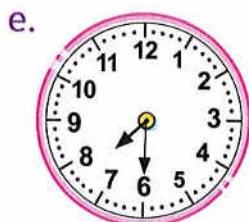


_____ : _____

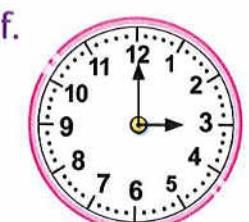


_____ : _____

Quarter past 12



_____ : _____



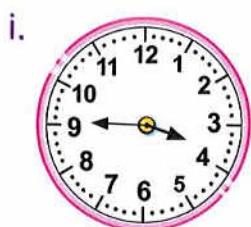
_____ : _____



_____ : _____



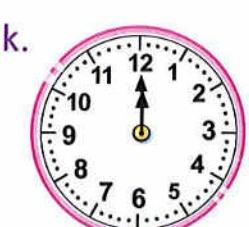
_____ : _____



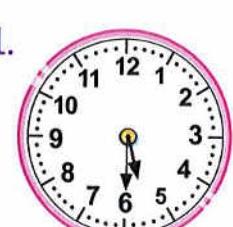
_____ : _____



_____ : _____



_____ : _____



_____ : _____

Place
a smiley
face



Assessment

Chapter 6

- 1 Write the time. Then circle A.M. or P.M.

a. Play at the park.



_____ : _____

A.M.

P.M.

b. Eat breakfast.



_____ : _____

A.M.

P.M.

- 2 Show the time on the two clocks.

a. half past 3



_____ : _____

b. 5 o'clock



_____ : _____

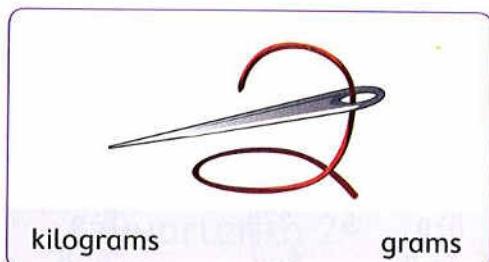
c. quarter to 7



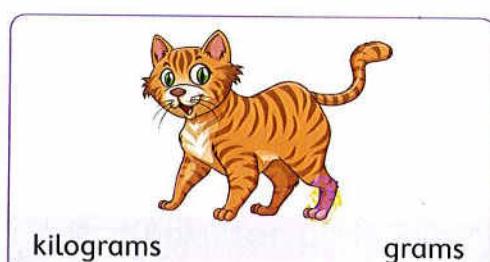
_____ : _____

- 3 Circle the unit you would use to measure the real object.

a.



b.



- 4 A family bought 6 kilograms of banana and 4 kilograms of apple.

What is the weight in all ?



Accumulative Assessment

Till chapter 6

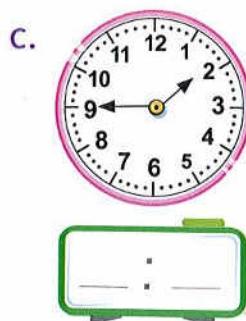
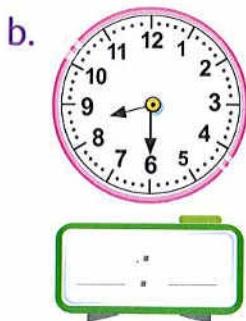
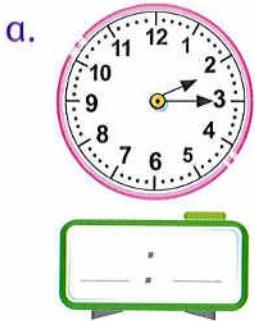
1 Choose the correct answer.

- a. The cube has _____ vertices. (6 or 8 or 12)
- b. The value of the digit 7 in the number 473 is _____ (7 or 70 or 700)
- c. A 2-dimensional shape whose 4 sides are equal in length is _____ (rectangle or rhombus or triangle)
- d. $14 + \underline{\hspace{1cm}} = 20$ (6 or 8 or 34)
- e. $79 \underline{\hspace{1cm}} 110$ ($>$ or $<$ or $=$)

2 Complete.

- a. 621 in word form is _____
- b. The number of vertices of a square-based pyramid = _____
- c. $37 + 25 = \underline{\hspace{1cm}}$
- e. $300 + 40 + 8 = \underline{\hspace{1cm}}$
- d. $69 - 37 = \underline{\hspace{1cm}}$
- f. $12 - \underline{\hspace{1cm}} = 5$

3 Write the time in two ways.



4 Nermine has two birds, the weight of one of them is 100 gm and the other weight 90 gm.



How much do both birds weigh together ?





GLOSSARY

A

A.M.	صباحاً
accepted	مقبول
accumulative	تراكمي
actual	فعلي
add	يجمع
addend	المضاف
addition	الجمع
after	بعد
all	كل
altogether	معاً
analog clock	الساعة ذات العقارب
another	آخر
area	مساحة
ascending	تصاعدي
assessment	تقييم
attribute	خاصية

B

backward	للخلف
bar graphs	أعمدة بيانية
base	قاعدة
better	أفضل
bigger	أكبر
break apart	تقسيم

C

calendar	تقويم
category	نوع
centimeter	سنتيمتر
challenge	تحدي
chart	مخطط
check	يتأكد
choose	يختار
circle	دائرة / يضع دائرة حول
closer to	أقرب إلى
color	يلون / لون
column	عمود
commutative	إبدال
compare	يقارن
comparing	مقارنة
complete	يکمل

components

convert
correct
counting
counting back
counting on
cube
cuboid
curved face
cylinder

مكونات
يحول
صحيح
العد
العد للخلف
العد للأمام
مكعب
متوازي مستطيلات
وجه منحنى
أسطوانة

D

data	بيانات
decide	يقرر
decompose	يحلل
decomposing	التحليل
descending	تنازل
dice	حجر نرد
difference	فرق
different	مختلف
digit	رقم
digital clock	الساعة الرقمية
dimension	بعد
distance	مسافة
double	مضاعفة
draw	يرسم

E

edge	حرف
equal to	مساواً لـ
estimate	يقدر
estimation	تقدير
expanded form	الصيغة الممتدة
extra	إضافي

F

face	وجه
fact	حقيقة
few	قليل
fewer	أقل
fewest	الأقل
flat face	وجه مستوى
form	صيغة / شكل

forward

للأمام

G

gram
graph
greater
greatest
group

جرام
بيان
أكبر
الأكبر
مجموعة

H

half past
halfway
half
heavier
heavy
hexagon
horizontal
hour
hour hand
hundreds

ونصف
منتصف المسافة
نصف
أنقل
ثقيل
شكل سداسي الأضلاع
أفقي
ساعة
عقرب الساعات
مئات

I

incorrect
information

غير صحيح
بيانات

J

join

يوصل

K

key
kilogram

مفتاح
كيلوجرام

L

label
last
learn
least
left
length
less
let
light
lighter
long

علامة / يضع علامة
آخر
يتعلم
الأقل
باقي
طول
أقل
 يجعل
خفيف
أخف
طويل

M

make
mass
match
measurement
mental math
meter
midnight
minute
minute hand
missing
model
more
most
move

يكون / يجعل
كتلة
يوصى
قياس
رياضيات ذهنية
متر
منتصف الليل
دقيقة
عقرب الدقائق
مفقود / ناقص
نموذج
أكثر
الأكثر/معظم
يتحرك

N

nonstandard
noon
number

غير معياري
منتصف النهار
عدد

O

object
ones
opposite
order
or

شيء
أحد
مقابل
ترتيب / ترتيب
أو

P

P.M.
parallel
pattern
pentagon
pictograph
place value
plan
plus
prism
problem
property
pyramid

مساء
بوازي / متوازي
نمط
شكل خماسي الأضلاع
التمثيل البياني المصور
قيمة مكانية
يخطط
زائد
منشور
مشكلة / مسألة
خاصية
هرم

Q

quadrilateral	شكل رباعي الأضلاع
quantity	مقدار / كمية
quarter past	وربع
quarter to	إلا ربع

R

real	حقيقي
record	يسجل
rectangle	مستطيل
rectangular prism	متوازي مستطيلات
regroup	يعيد التجميع
regrouping	إعادة التجميع
remained	باقي
represent	يمثل / يعرض
rest	باقي
result	ناتج
rhombus	معين
row	صف
ruler	مسطرة

S

same	نفس الشيء
scale	مقاييس
sentence	جملة
shape	شكل
short	قصير
show	يعرض
side	ضلع
skip counting	العد بالقفز
smaller	أصغر
solid	مجسم
solve	يحل
solving	حل
sort	يصنف
sorting	تصنيف
sphere	كرة
square	مربع
standard form	الصيغة الرمزية
standard unit	وحدة القياس المعيارية
start	يبدأ
statement	عبارة

step

stick
strategy
subtract
subtraction
subtrahend
sum
symbol

خطوة

فضيبي / عصا

استراتيجية

بطرح

طرح

العدد المطروح

مجموع

رمز

T

table	جدول
take away	يطرح / يزيل
telling time	قراءة الوقت
tens	عشرات
think	يفكر
three-dimensional	ثلاثى الأبعاد
till	حتى
together	معاً
total	مجموع
trapezium	شبه منحرف
trapezoid	شبه منحرف
triangle	مثلث
two-dimensional	ثنانى الأبعاد

U

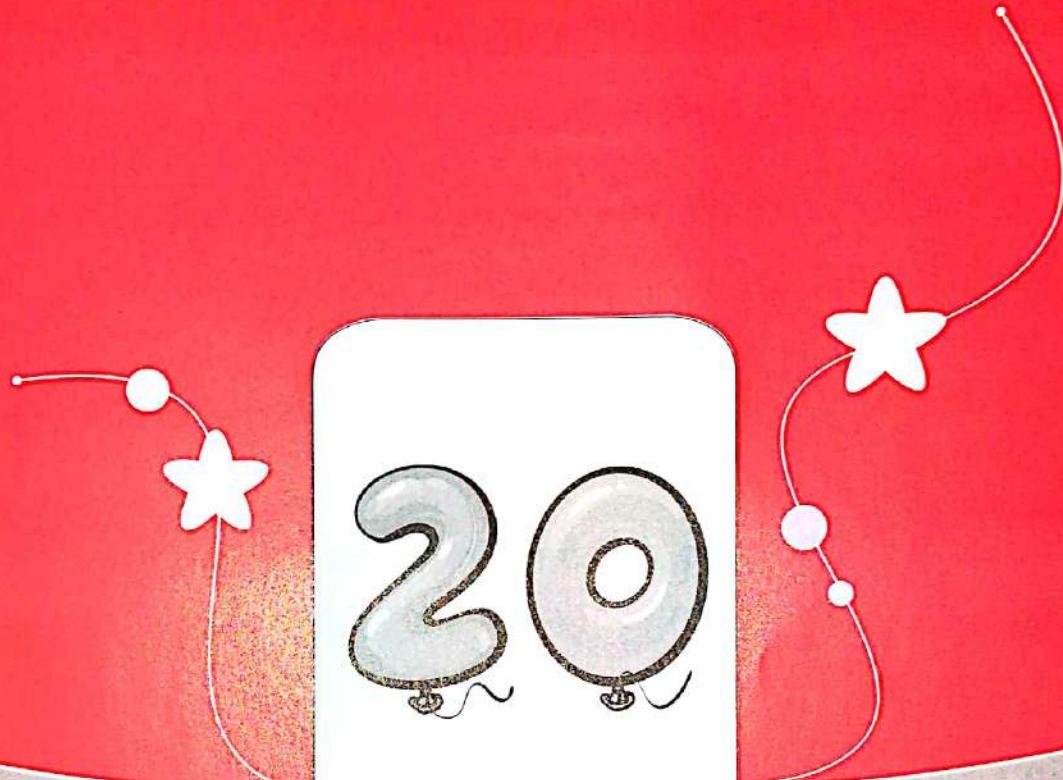
understand	يفهم
unknown	مجهول

V

value	قيمة
vertex	رأس
vertical	رأسى
vertices	رؤوس
vote	رأى

W

way	طريقة / أسلوب
weigh	يزن
weight	وزن
without	بدون
word form	الصيغة الكلامية
work	يعمل / عمل



**Final
examinations
from some
schools**



Answer the following questions :

1 Find the result :

$$(1) \begin{array}{r} 45 \\ + 53 \\ \hline \end{array}$$

.....

$$(2) \begin{array}{r} 76 \\ - 34 \\ \hline \end{array}$$

.....

$$(3) 56 + 22 = \dots$$

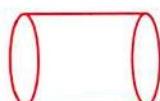
$$(4) 88 - 30 = \dots$$

2 Arrange the following numbers in an ascending order :

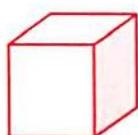
10 , 90 , 86 , 77 and 65

The order is : , , , and

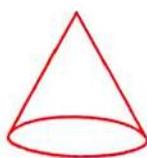
3 Join :



Cube



Cylinder



Sphere



Cone

**4 Maha bought vegetables for 15 pounds and fruit for 20 pounds.
How much did she pay ?**

She paid = + = pounds.

5 Put “> or < or =” :

(1) $20 + 30$ $50 - 20$

(3) $25 + 10$ $30 + 17$

(2) 66 $60 + 6$

2 Cairo Governorate

Hadayek El-Kobba Educational Zone
Leaders Language School



Answer the following questions :

1 Find the result :

(1)
$$\begin{array}{r} 3 \ 5 \\ + \ 6 \ 2 \\ \hline \end{array}$$

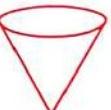
(2)
$$\begin{array}{r} 9 \ 6 \\ - \ 5 \ 6 \\ \hline \end{array}$$

(3) $24 + 42 = \dots$

(4) $87 - 16 = \dots$

2 [a] Complete :

(1) The fraction which represent the colored part in  is

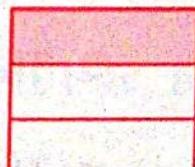
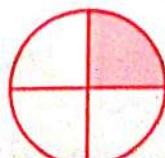
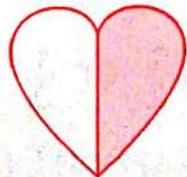
(2) The solid  is called

(3) The shape  is called

(4) The day that comes after Sunday is

(5) 1 week = days

[b] Write the fraction :



3 [a] Put the suitable sign “ $>$, $<$ or $=$ ” :

(1) $33 + 20 \boxed{\quad} 74$

(2) $61 \boxed{\quad} 95 - 73$

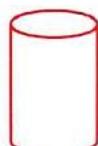
(3) $12 \boxed{\quad} 21$

[b] Complete in the same pattern :

(1) 20, 30, , ,

(2) 90, 80, , ,

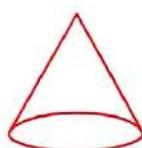
4 [a] Join each solid to its name :



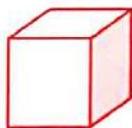
Cone



Cylinder



Cube



Pyramid

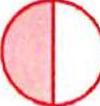
[b] Hazem bought a set of stories for 35 pounds and fishing tools for 62 pounds. Find the total money that Hazem paid.

Hazem paid = + = pounds.

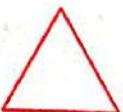
5 [a] Choose the correct answer :

(1) The day just before Monday is

(Sunday or Friday or Tuesday)

(2) The shaded part in  is

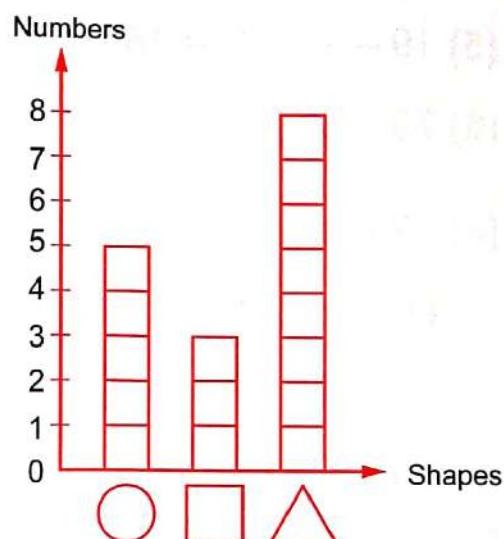
($\frac{1}{2}$ or $\frac{1}{3}$ or $\frac{1}{4}$)

(3) The shape  is called

(circle or triangle or square)

[b] By using the opposite graph , complete the table :

Shapes	Numbers
○
□
△



3 Cairo Governorate

Shoubra Educational Zone
Good Shepherd Sisters' Language School



Answer the following questions :

1 Complete the following :

- (1) The day just before Monday is
- (2) $50 + \dots = 90$
- (3) $13 - 0 = \dots$
- (4) The smallest 2-digit number is
- (5) $42 + 15 = 15 + \dots$
- (6) The value of 7 in the number 73 is

2 Choose the correct answer :

- (1) 52 is greater than (49 or 53 or 60 or 95)
- (2) The greatest number of 2 different digits is (11 or 98 or 10 or 99)
- (3) The figure  is called (square or circle or cube or triangle)

(4) Half quarter ($>$ or $<$ or $=$)

(5) $19 - \dots = 16$ (2 or 3 or 4 or 5)

(6) $79 - 55 = \dots$ (24 or 14 or 34 or 44)

③ [a] Find the result :

(1) $87 - 24 = \dots$

(2) $38 + 10 = \dots$

(3) $24 + 15 = \dots$

[b] Complete in the same pattern :

(1) 96, 86, 76, ,

(2) 85, 80, 75, ,

(3) 85, 86, 87, ,

④ [a] Arrange in a descending order :

38, 45, 25, 17 and 61

The order is : , , , and

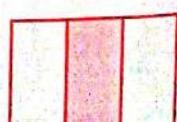
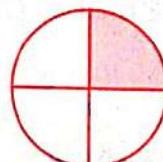
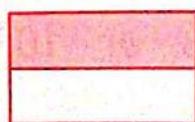
[b] In one day the number of visitors of a hospital from the

boys was 50 and the number of girls was 42

Find the number of visitors that day.

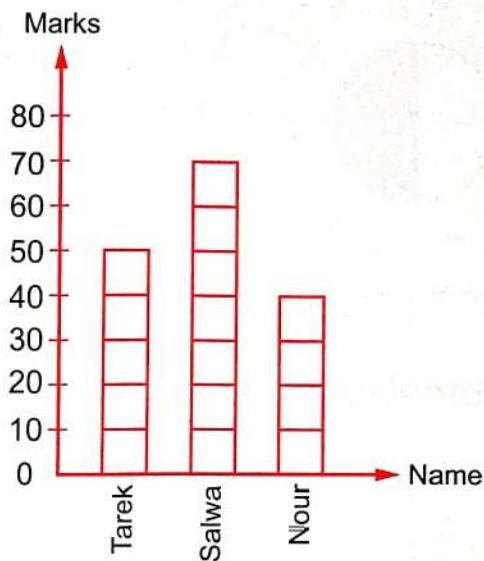
Number of visitors = + = visitors.

⑤ [a] Write the fraction which represents the shaded part :



[b] Complete the following table :

Name	Marks
Tarek
Salwa
Nour



4

Cairo Governorate

East Nasr City Educational Zone
Al Raya Language School



Answer the following questions :

1 [a] Find the result :

$$(1) \quad \begin{array}{r} 5 \\ + 1 \\ \hline 6 \end{array}$$

$$(2) \quad \begin{array}{r} 2 \\ - 1 \\ \hline 1 \end{array}$$

$$(3) \quad \begin{array}{r} 2 \\ + 4 \\ \hline 6 \end{array}$$

$$(4) \quad \begin{array}{r} 3 \\ - 2 \\ \hline 1 \end{array}$$

[b] Choose the correct answer :

(1) The name of the shape is a



(circle or square or rectangle)

(2) Seven tens =

(17 or 7 or 70)

2 [a] Circle the greater number :

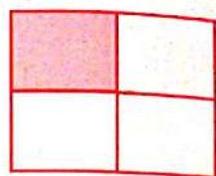
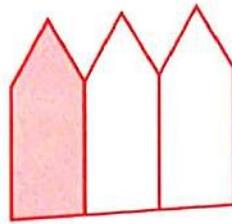
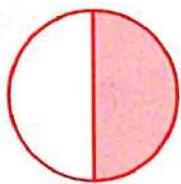
35

21

88

99

[b] Write the fraction according to coloured part :



3 [a] Complete :

(1) The day that comes after Sunday is

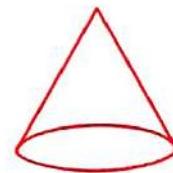
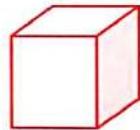
(2) 30 , 31 , (in the same pattern)

[b] Arrange ascendingly :

35 , 45 , 85 and 25

The order is : , , and

4 [a] Join each solid by its name :



Cone

Sphere

Cube

[b] Ahmed bought a ball for L.E. 81 and a toy car for L.E. 11

Find the total money that he paid.

He paid = + = L.E.

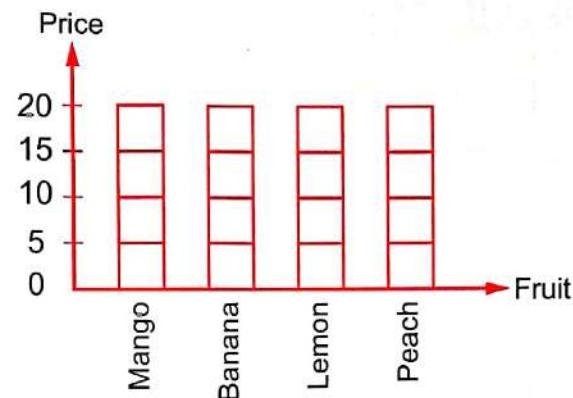
5 [a] Complete :

(1) The smallest 2-digit number is

(2) $20 + 30 =$

[b] Colour according to the following table :

Fruit	Price
Mango	15
Banana	20
Lemon	5
Peach	10



5

Cairo Governorate

New Cairo Educational Zone
Manor house Language Schools



Answer the following questions :

1 Find the result :

$$(1) \begin{array}{r} 4 \ 5 \\ + \ 3 \ 2 \\ \hline \end{array}$$

.....

$$(2) \begin{array}{r} 2 \ 5 \\ - \ 1 \ 1 \\ \hline \end{array}$$

.....

$$(3) 56 + 22 =$$

$$(4) 67 - 43 =$$

2 Arrange in a descending order :

19 , 36 , 72 , 74 and 85

The order is : , , , and

3 [a] Put “< , > or =” :

$$(1) 25 - 10 \boxed{} 5$$

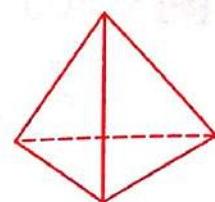
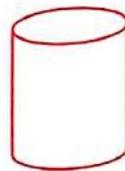
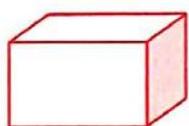
$$(2) 32 + 16 \boxed{} 50$$

[b] In a school there are 52 boys and 31 girls.

How many children are there in the school ?

The number of children = + = children.

4 Join :



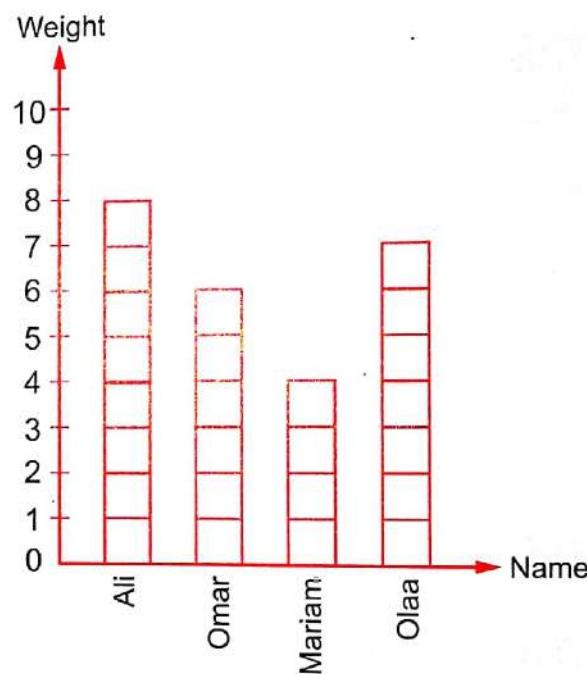
Cylinder

Cuboid

Pyramid

5 Complete the following table from the graph :

Name	Weight
Ali
Omar
Mariam
Olaa



6 Cairo Governorate

Rod El-Farag Educational Zone
St.Mary's School



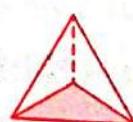
Answer the following questions :

1 Choose the correct answer :

(1) The day that comes directly after Saturday is

(Friday or Sunday or Monday)

(2) A triangle is one of the faces of



(sphere or pyramid or cube)

(3) The closest number to the correct answer $31 + 30$ is
(30 or 60 or 80)

(4) The line that has a length shorter than —— is
(—— or —— or ——)

2 Complete :

(1) The length of the opposite figure by using —— as a unit is



(2) $24 + 15 =$

(3) $22, 32, 42, \dots, \dots, \dots$ (in the same pattern)

(4) $78 - 34 =$

3 Put the suitable sign “> , = or <” :

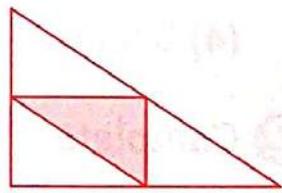
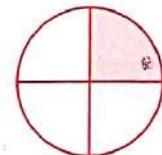
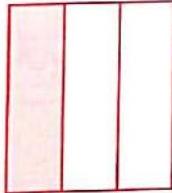
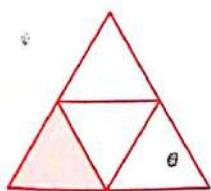
(1) 50 pounds 20 pounds.

(2) $77 - 32$ 45

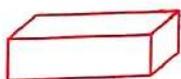
(3) The length of the car The length of the book

(4) $\frac{1}{4}$ $\frac{1}{2}$

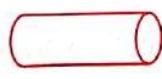
4 [a] Circle the figures which its quarter is coloured :



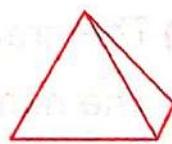
[b] Choose the name of each solid :



(Sphere – Cuboid)



(Cylinder – Cube)



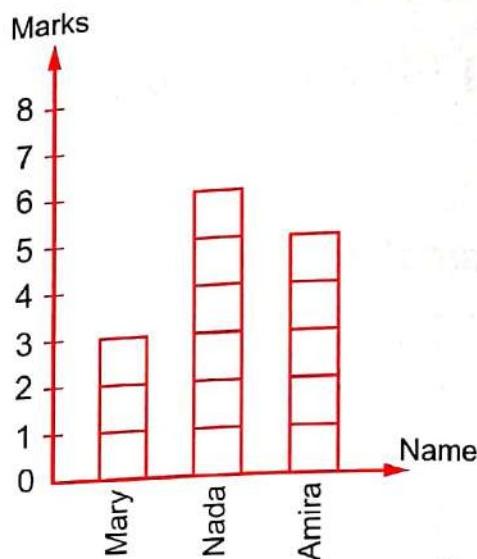
(Pyramid – Square)

**5 [a] Your mother gave you L.E. 48 You spent L.E. 21
What is the remainder with you ?**

The remainder = = L.E.

[b] Complete the table using the opposite graph :

Name	Marks
Mary
Nada
Amira



7 Cairo Governorate

Nasr City Educational Zone
St. Fatima Language School



Answer the following questions :

1 Choose the correct answer :

- (1) $64 + 13 = \dots$ (77 or 88 or 67)
 (2) 4 units , 6 tens = (60 or 46 or 64)
 (3) The smallest 2-digit number is (11 or 10 or 12)
 (4) 5 tens = (5 or 50 or 51)

2 Complete :

- (1) $83 - 41 = \dots$
 (2) The greatest 2-digit number is
 (3) The number of days of the week is
 (4) $60 > \dots$

3 Complete in the same pattern :

- (1) 70 , 60 , , ,
 (2) 10 , 15 , , ,

4 [a] Arrange the following numbers ascendingly and descendingly :

23 , 72 , 76 and 93

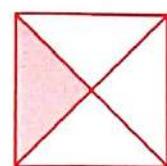
Ascendingly : , , and

Descendingly : , , and

[b] Write the fraction :



.....



.....

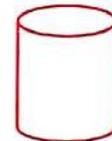
5 [a] Samy has 34 balloons and Samira has 45 balloons.

How many balloons do they have ?

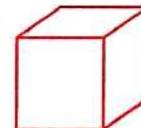
The number of balloons = + = balloons.

[b] Join :

Square



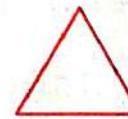
Cylinder



Triangle



Cube



Sphere



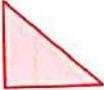
8**Cairo Governorate**

Answer the following questions :

1 Choose the correct answer :

(1) $20 = \dots$ tens.

(3 or 5 or 2)

(2) The shape  is called a

(triangle or cube or cone)

(3) The place value of 5 in 53 is (tens or units)

(4) The smallest two digit number is (99 or 10 or 9)

(5) Sixteen in digits is (60 or 16 or 66)

(6) 7 tens = (7 or 70 or 17)

2 Complete :

(1) $50 + 7 = \dots$

(2) $8 \text{ tens} + 7 \text{ units} = \dots$

(3) 10 , 30 , , (in the same pattern)

(4) 49 = tens + units

$$\begin{array}{r} 5 \ 3 \\ + 2 \ 1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \ 4 \\ - 5 \ 4 \\ \hline \end{array}$$

3 Put “< , > or =” :

(1) $99 \boxed{\quad} 10$

(2) 6 tens $\boxed{\quad}$ 60

(3) $43 + 32 \boxed{\quad} 70$

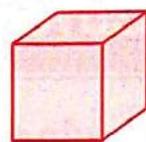
(4) $30 + 10 \boxed{\quad}$ zero

(5) 3 tens + 2 units $\boxed{\quad}$ 32

(6) $46 - 13 \boxed{\quad}$ $46 + 13$

4 Join each shape to its name :

Cone



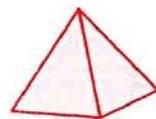
Pyramid



Cube



Rectangle



Cylinder

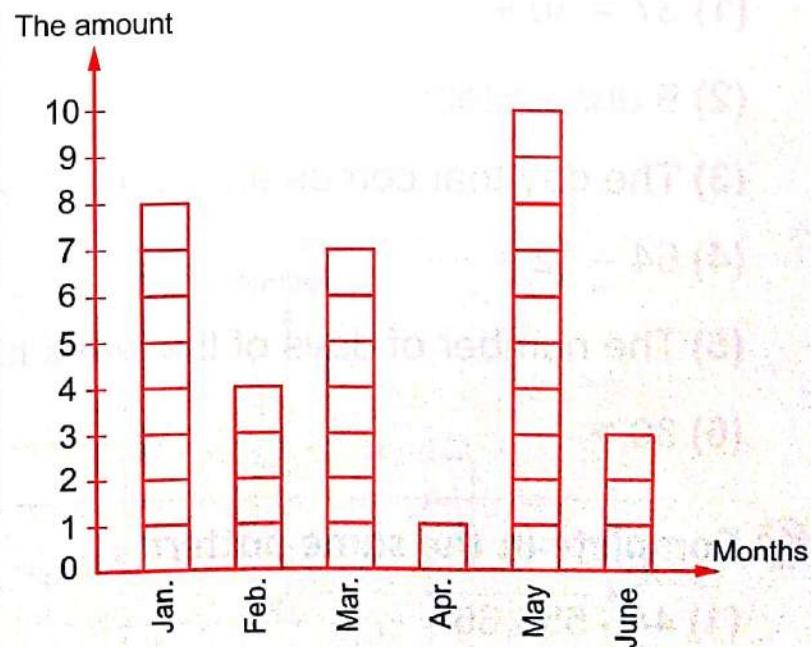


Sphere



5 Notice then complete :

Months	The amount
Jan.
Feb.
Mar.
Apr.
May
June





Answer the following questions :

1 Choose the correct answer :

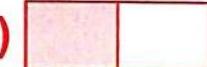
(1) The greatest 2-digit number is (11 or 99 or 36)

(2) The figure  its name is

(square or circle or triangle)

(3) $22 + 43 =$ (71 or 65 or 73)

(4) 9 tens = (9 or 90)

(5)  = ($\frac{1}{3}$ or $\frac{1}{4}$ or $\frac{1}{2}$)

(6) The biggest number is (3 or 7 or 4)

2 Complete :

(1) $37 = 30 +$

(2) 9 unit , 4 tens =

(3) The day that comes after Saturday is

(4) $64 - 12 =$

(5) The number of days of the week is

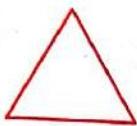
(6) $30 >$

3 Complete in the same pattern :

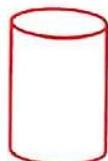
(1) 44 , 55 , 66 , ,

(2) 42 , 52 , 62 , ,

4 Join :



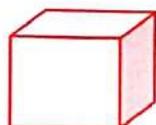
Cylinder



Triangle



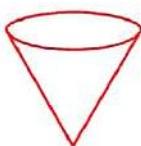
Cube



Circle



Cone



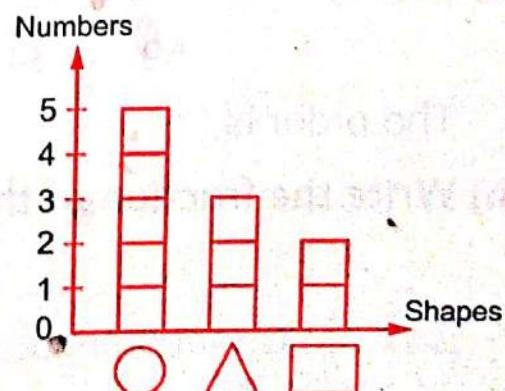
Rectangle

5 [a] Omar has 48 pounds. He bought a toy for 46 pounds.
How much money is left with him ?

The left money = - = pounds.

[b] Complete the table :

Shapes	Numbers
○
△
□





Answer the following questions :

1 Find the result of :

(1) $25 + 42 = \dots$

(2) $39 - 14 = \dots$

(3) $64 + 10 = \dots$

(4) $80 - 30 = \dots$

2 Choose the correct answer

(1) The week has days.

(12 or 7 or 6)

(2) $64 + 13 = \dots$

(77 or 88 or 67)

(3) The figure is called

(square or triangle or circle)

(4) The day that comes after Thursday is

(Monday or Sunday or Friday)

3 Put “< , > or =” :

(1) $37 + 11 \boxed{\quad} 37 - 11$

(2) Half quarter.

(3) One day one week.

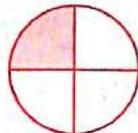
(4) 7 tens $30 + 40$

4 [a] Arrange the following numbers in an ascending order :

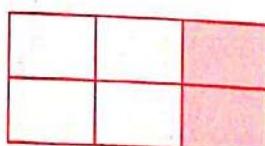
59 , 34 , 19 and 57

The order is : , , and

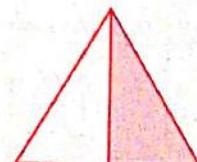
[b] Write the fraction of the shaded part :



.....



.....



.....

5 Complete the following table and colour according to the number :

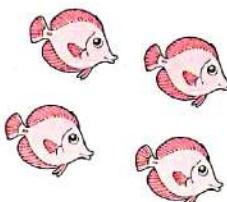
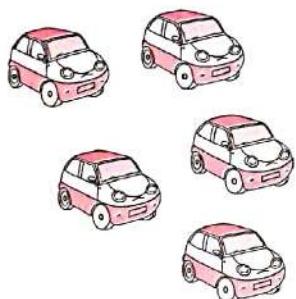
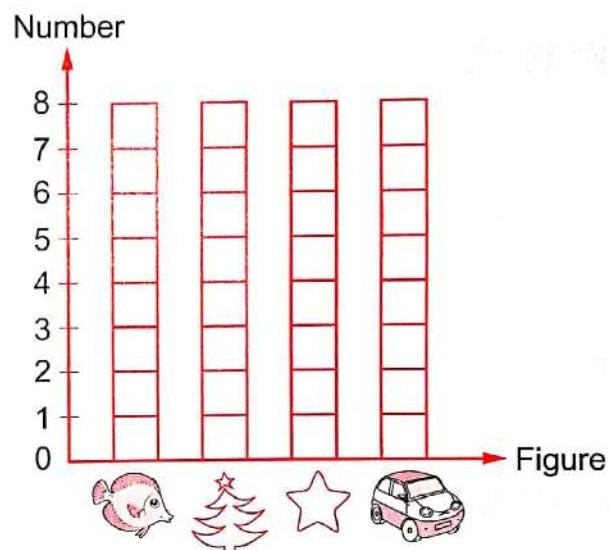


Figure	Number



11 Cairo Governorate

El-Zeiton Educational Zone
Talaea Gaber El-Ansary Language School



Answer the following questions :

1 Complete :

(1) One week = days.

(2) The day just after Monday is

(3) 80 , 70 , 60 , , 40 (in the same pattern)

(4) The day that comes directly before Sunday is

2 Choose the correct answer :

(1) Two consecutive numbers their sum 15 are

(10 , 5 or 6 , 9 or 7 , 8)

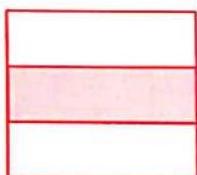
(2) The figure  is called

(square or circle or cone)

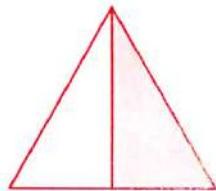
(3) $4 + \dots = 9$ (5 or 6 or 7)

(4) Half quarter. (> or < or =)

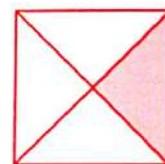
3 Write the following fractions in letters and in digits :



.....
.....
.....



.....
.....
.....



.....
.....
.....

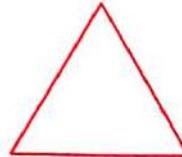
4 [a] Write the name of each shape :



.....



.....



.....

[b] Put “> , = or <” :

(1) $\frac{1}{2}$ $\frac{1}{3}$

(2) 1 $\frac{1}{2}$

(3) $\frac{1}{3}$ 1

5 [a] Find the result :

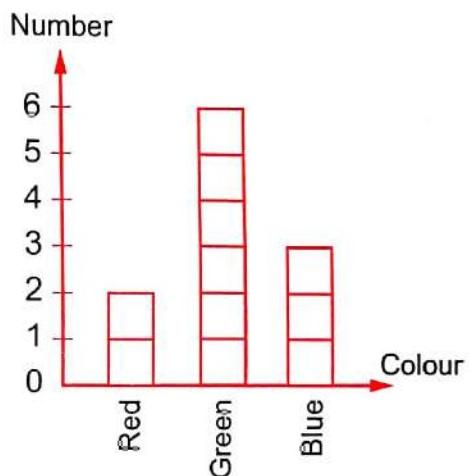
$$(1) \quad \begin{array}{r} 5 \\ + 4 \\ \hline \end{array}$$

$$(2) \quad \begin{array}{r} 2 \\ + 3 \\ \hline \end{array}$$

$$(3) \quad \begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$$

[b] Complete the following table using the opposite graph :

Colour	Number
Red
Green
Blue



12

Giza Governorate

Al-Haram Educational Directorate
Al-Mostakbal Language School



Answer the following questions :

1 [a] Find the result :

$$(1) \quad \begin{array}{r} 2 \\ + 4 \\ \hline \end{array}$$

$$(2) \quad \begin{array}{r} 5 \\ + 2 \\ \hline \end{array}$$

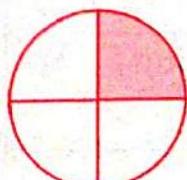
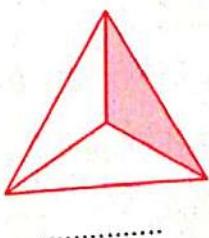
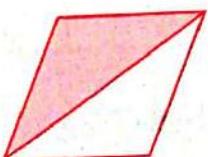
$$(3) \quad \begin{array}{r} 9 \\ - 5 \\ \hline \end{array}$$

$$(4) \quad \begin{array}{r} 8 \\ - 4 \\ \hline \end{array}$$

[b] Rana bought a toy for 30 pounds and a bag for 60 pounds.
How much money did she pay ?

She paid = + = pounds.

2 [a] Write the fraction :



[b] Put “ $<$ or $=$ or $>$ ” :

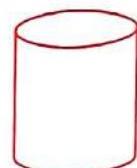
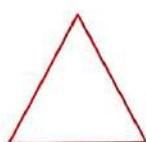
(1) $70 - 30$ 50

(3) 63 36

(2) Seventy $60 + 10$

(4) 94 95

3 Match :



Triangle

Cuboid

Circle

Cylinder

4 Complete :

(1) The day that comes after Sunday is

(2) 10 , 20 , 30 , , (in the same pattern)

(3) 34 , 35 , 36 , , (in the same pattern)

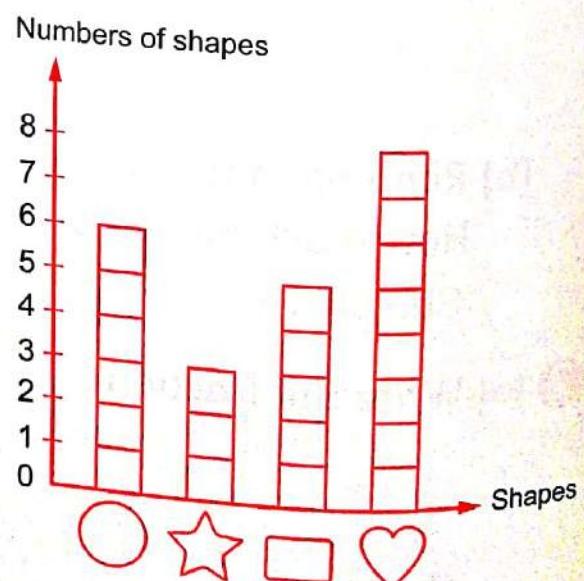
(4) This solid  is called

5 Complete :

Shape	Number of shapes



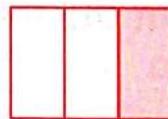
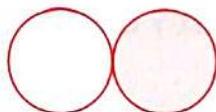
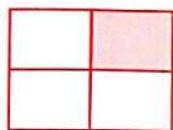






Answer the following questions :

1 Write the fraction according to the shaded part :



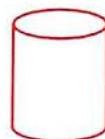
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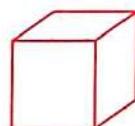
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2 Join each figure to its name :

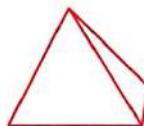
Cube



Cylinder



Pyramid



3 Find the result :

$$(1) \quad \begin{array}{r} 4 \ 2 \\ + 5 \ 3 \\ \hline \end{array}$$

$$(2) \quad \begin{array}{r} 6 \ 4 \\ + 3 \ 2 \\ \hline \end{array}$$

$$(3) \quad \begin{array}{r} 9 \ 9 \\ - 4 \ 5 \\ \hline \end{array}$$

.....

.....

.....

4 [a] Choose the correct answer :

(1) 42 , 52 , 62 ,

(72 or 82 or 92)

(2) The day just after Saturday is

(Monday or Sunday or Thursday)

(3) The figure  is called

(square or circle or triangle)

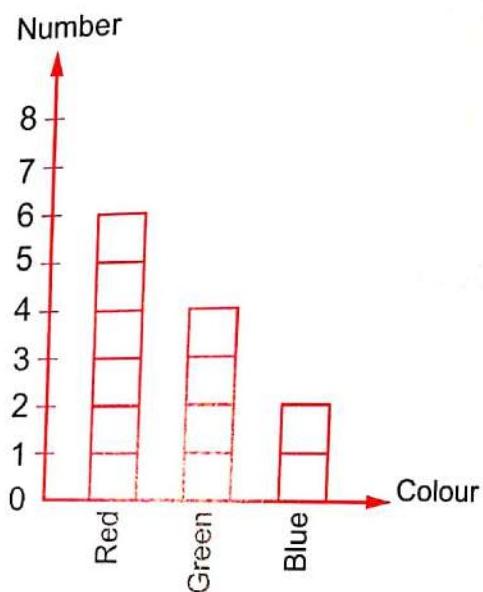
[b] Ali bought a toy for 56 pounds and another toy for 22 pounds.

What is the total sum he paid ?

He paid = + = pounds.

5 From the following graph , complete the table :

Colour	Number
Red
Green
Blue



14

Giza Governorate

Al-Haram Educational Zone
Pyramids Language School



Answer the following questions :

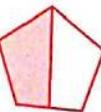
1 Complete :

(1) $40 + 20 = \dots$

(2) The name of this shape  is

(3) $60 + 7 = \dots$

(4) $72 - 30 = \dots$

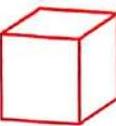
(5) The fraction of the shaded part  is

2 Choose :

(1) The day that just comes after Monday is

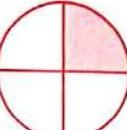
(Saturday or Sunday or Tuesday)

(2) Thirty four = "in digits" (34 or 74 or 17)

(3) The name of this solid  is

(cube or triangle or square)

(4) $21 + \dots = 54$ (12 or 33 or 23)

(5) The fraction of the shaded part  is

($\frac{1}{2}$ or quarter or $\frac{1}{3}$)

3 Put "< , > or =" :

(1) $44 + 20 \boxed{\quad} 80$

(2) $19 \boxed{\quad} 99 - 90$

(3) $13 \boxed{\quad}$ Forty

(4) $87 \boxed{\quad} 78$

(5) The length of ———  The length of —————

4 [a] Find the result :

(1)
$$\begin{array}{r} 6 \ 2 \\ + \ 3 \ 5 \\ \hline \end{array}$$

(2)
$$\begin{array}{r} 3 \ 1 \\ + \ 8 \\ \hline \end{array}$$

(3)
$$\begin{array}{r} 5 \ 8 \\ - \ 1 \ 5 \\ \hline \end{array}$$

(4) $61 - 1 = \dots$

[b] Find the missing number : + 14 = 58

5 [a] Ahmed has 45 pounds and his sister has 23 pounds.

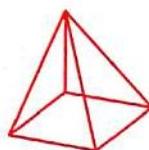
How much money do they both have ?

They have = = pounds.

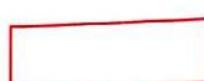
[b] Join :



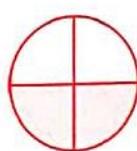
Rectangle



Third

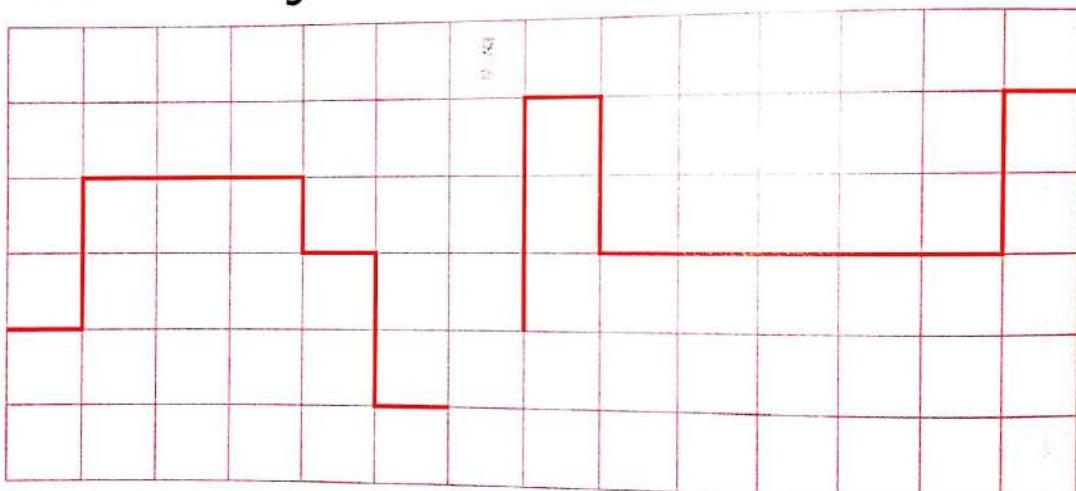


Half



Pyramid

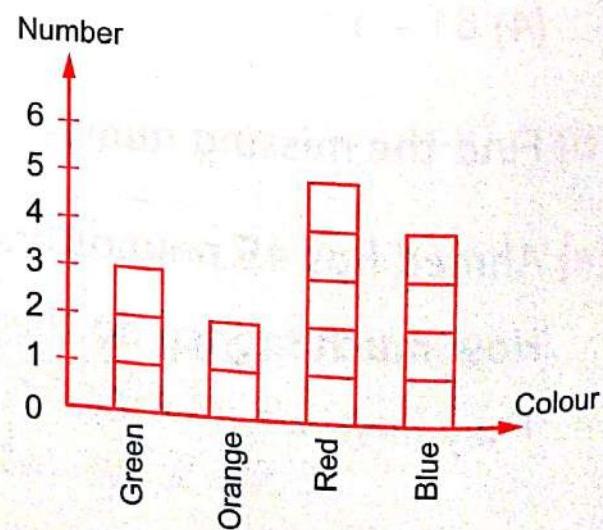
⑥ [a] Measure the length of each line :



The length = units. | The length = units.

[b] Notice the graph and complete table :

Colour	Number
Green
Orange
Red
Blue





Answer the following questions :

1 Complete the following :

- (1)** $26 + 33 = \dots$

- (2)** $57 - 31 = \dots$

- (3)** The number of the days in a week =

- (4) The fraction which represents the coloured part  is

- $$(5) \dots = 40 + 4$$

- (6)** Thirteen is written in digits as

2 Choose the correct answer :

- (1)** $97 - 55$ 90

(> or < or =)

- (2)** The figure  is called

(square or triangle or circle)

- (3)** The day that comes directly after Sunday is

(Monday or Saturday or Tuesday)

- (4) The shaded part of the figure  is

$$\left(\frac{1}{2} \text{ or } \frac{1}{3} \text{ or } \frac{1}{4} \right)$$

- (5) The greatest two digit number is

(11 or 99 or 98)

- (6) $42 = \dots$

$$(40 + 2 \text{ or } 20 + 4 \text{ or } 20 + 21)$$

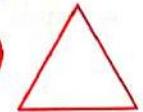
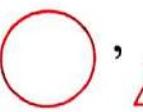
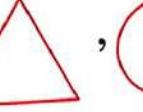
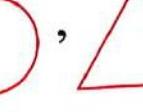
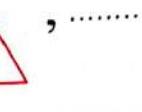
3 [a] Arrange the following in an ascending order : 15, and 51

53, 55, 45 and 54

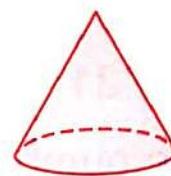
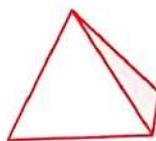
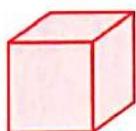
The order is , , and

[b] Complete in the same pattern :

(1) 51, 53, 55, ,

(2)  ,  ,  ,  ,  ,,

4 [a] Join each solid to its name :



Sphere

Cube

Cone

Pyramid

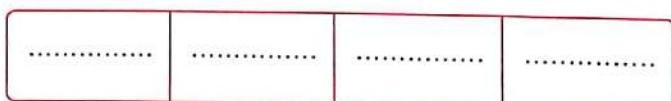
[b] Order from the shortest to the longest :

(a) _____

(b) _____

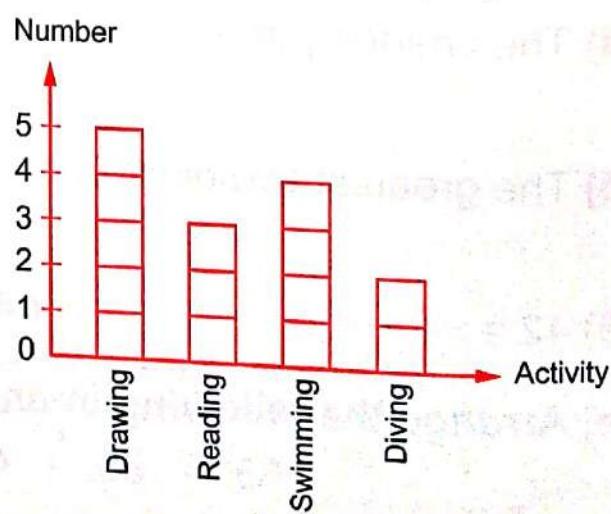
(c) _____

(d) _____



5 Complete the following table using the opposite graph :

Activity	Number
Drawing
Reading
Swimming
Diving





Answer the following questions :

1 Complete :

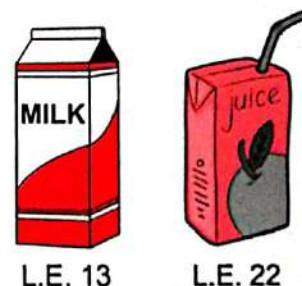
- (1) $93 = \dots \text{ tens}, \dots \text{ units}$.
- (2) The day that comes after Wednesday is
- (3) $3, 13, 23, 33, 43, \dots, \dots$ (in the same pattern)
- (4) The number just before 80 is

2 [a] Choose the correct answer :

- (1) Fifty two = ($20 + 5$ or $5 + 2$ or $50 + 2$)
- (2) $39 \dots 90$ ($<$ or $=$ or $>$)
- (3)  is (pyramid or sphere or cube)

[b] Mazen bought milk and juice ,
the price of each one is in
the picture.

What is the total price he paid ?



The total price = + = L.E.

3 Find the result :

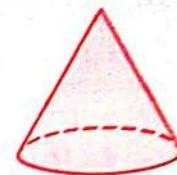
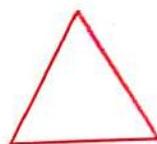
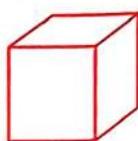
$$(1) \begin{array}{r} 3 \ 3 \\ + 5 \ 3 \\ \hline \end{array}$$

$$(2) \begin{array}{r} 9 \ 0 \\ - 4 \ 0 \\ \hline \end{array}$$

$$(3) \begin{array}{r} 5 \ 6 \\ + 4 \ 1 \\ \hline \end{array}$$

$$(4) \begin{array}{r} 6 \ 7 \\ - 3 \ 4 \\ \hline \end{array}$$

4 [a] Join each figure to its name :



Cube

Cone

Square

Triangle

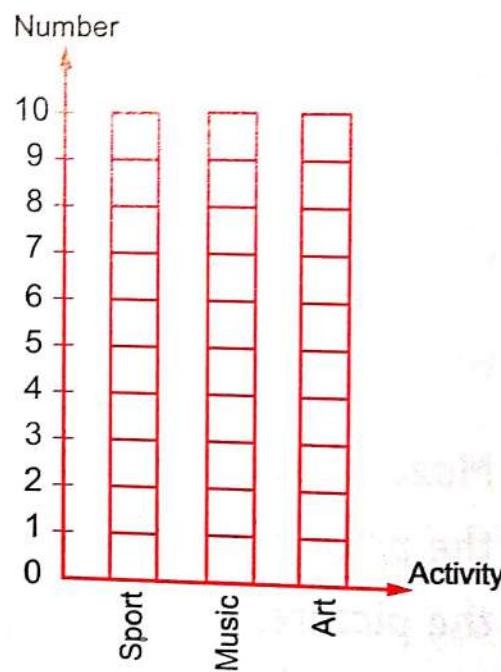
[b] Arrange in a descending order :

78 , 56 , 12 and 43

The order is : , , and

5 Shade according to the number :

Activity	Number
Sport	7
Music	4
Art	8



17

El-Kalouobia Governorate

El-Obour Educational Zone
Rajae Language School



Answer the following questions :

1 Find the result :

$$(1) \quad \begin{array}{r} 38 \\ + 50 \\ \hline \end{array}$$

$$(2) \quad \begin{array}{r} 96 \\ - 34 \\ \hline \end{array}$$

$$(3) \quad \begin{array}{r} 52 \\ + \dots \\ \hline 87 \end{array}$$

2 Complete :

(1) 10 , , 30 , 40 , ,

(in the same pattern)

(2) $36 + \dots > 36 + \dots$

(3) The greatest number that can be formed from 3 and 8 is

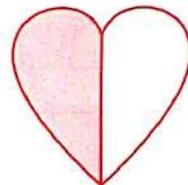
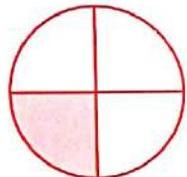
(4) 20 , 22 , 24 , , , (in the same pattern)

3 [a] Ahmed is 20 years old and Ali is 23 years old.

Find the sum of their ages.

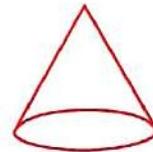
The sum = = years.

[b] Write the fraction :

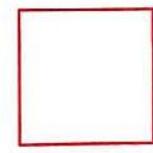


4 [a] Join :

Cylinder



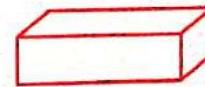
Cone



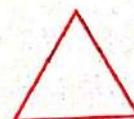
Cuboid



Triangle



Square



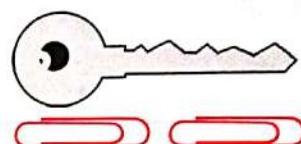
[b] Put “> or < or =” :

(1) 50 $40 + 10$

(2) $30 + 20$ $30 - 20$

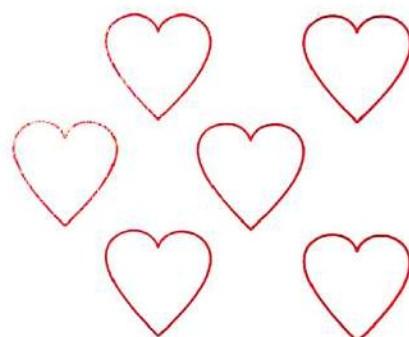
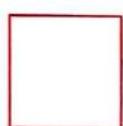
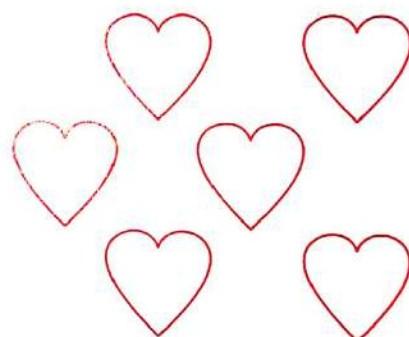
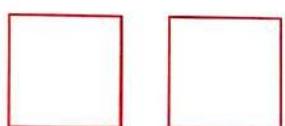
(3) 35 53

5 [a] Find the length :

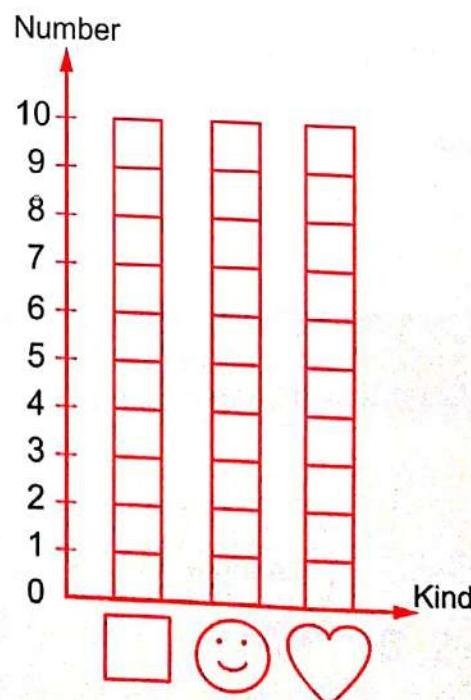


(1) The length = unit (2) The length = unit

[b] Complete the following table and colour according to the number :



Kind	Number



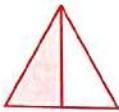


Answer the following questions :

1 Complete :

(1) $54 = 50 + \dots$

(2) $30 + 24 = 24 + \dots$

(3) The fraction that represents the shaded part  =

(4) The number of the days of the week = days.

2 Choose the correct answer :

(1) $50 + 12 \dots 62$ ($<$ or $>$ or $=$)

(2) The figure  is called
(rectangle or circle or square)

(3) $20 + \dots = 30$ (10 or 20 or 30)

(4) 10 pounds and 3 pounds = pounds.

(30 or 13 or 31)

3 Find the result :

(1)
$$\begin{array}{r} 5 & 2 \\ + & 3 & 1 \\ \hline \end{array}$$

.....

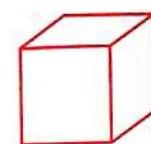
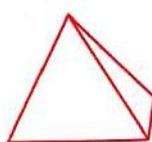
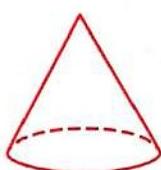
(2)
$$\begin{array}{r} 9 & 6 \\ - & 5 & 4 \\ \hline \end{array}$$

.....

(3) $23 + 41 = \dots$

(4) $65 - 15 = \dots$

4 Match each solid with its name :



Pyramid

Cone

Cube

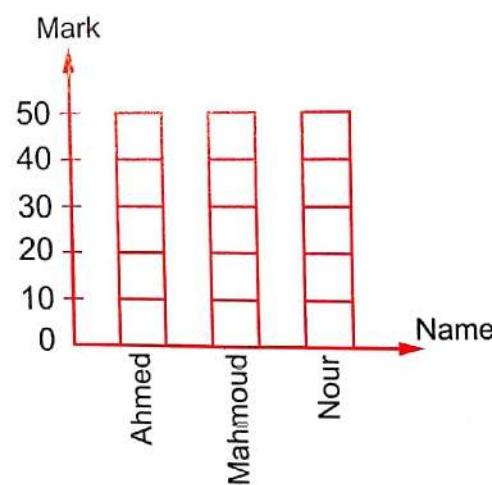
Sphere

5 [a] Complete in the same pattern :

24 , 25 , 26 , ,

[b] Represent the following table graphically :

Name	Mark
Ahmed	20
Mahmoud	30
Nour	10



19 Beni Suef Governorate

Beni Suef Educational Directorate
St. Mark's Language Schools



Answer the following questions :

1 Find the result :

$$(1) \quad \begin{array}{r} 24 \\ + 13 \\ \hline \end{array}$$

.....

$$(2) \quad \begin{array}{r} 62 \\ - 11 \\ \hline \end{array}$$

.....

$$(3) \quad \begin{array}{r} 32 \\ + 14 \\ \hline \end{array}$$

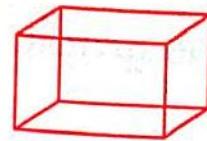
.....

(4) $76 - 74 = \dots$

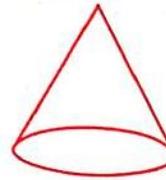
(5) $60 + 14 = \dots$

2 Join :

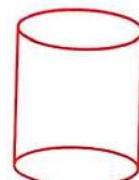
Circle



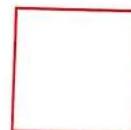
Square



Cuboid



Cylinder



Cone



3 [a] Complete :

Monday , Tuesday , ,

[b] Order from the shortest to the longest :

(a)

(b)

(c)

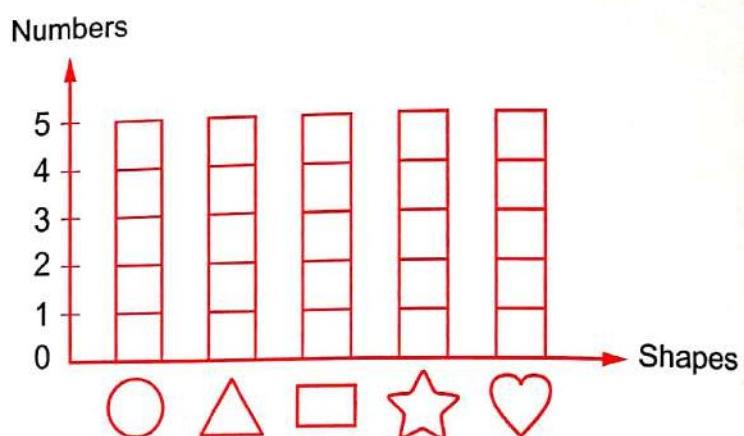
(d)

(e)

.....
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4 Complete the graph :

Shape	Number
○	5
△	3
□	1
★	2
♡	4



20 Matrouh Governorate

Matrouh Educational Directorate
Alhoria Language School



Answer the following questions :

1 Find the result :

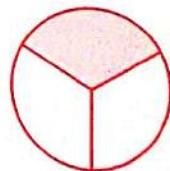
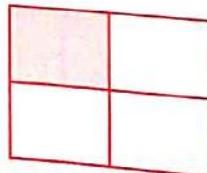
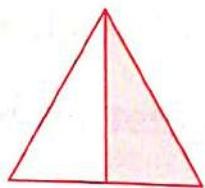
$$(1) \quad \begin{array}{r} 84 \\ + 12 \\ \hline \end{array}$$

$$(2) \quad \begin{array}{r} 66 \\ + 23 \\ \hline \end{array}$$

$$(3) \quad \begin{array}{r} 25 \\ - 13 \\ \hline \end{array}$$

$$(4) \quad \begin{array}{r} 64 \\ - 31 \\ \hline \end{array}$$

2 Write the fraction :



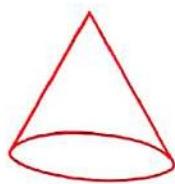
3 Arrange in an ascending order :

15 , 40 , 0 , 60 and 28

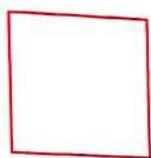
The order is : , , , and

..... and

4 Match :



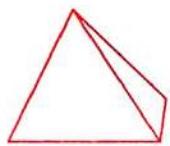
Spuare



Cone



Pyramid



Circle

5 Complete the table :

Colour	Number
Red
Yellow
Green

